

Research Paper

Assessing the Quality of Linking School Enrolment Records to 2011 Census Data: Deterministic Linkage Methods

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National Centre for Education and Training

AUSTRALIAN BUREAU OF STATISTICS

EMBARGO: 11.30 AM (CANBERRA TIME) FRI 13 DEC 2013

ABS Catalogue no. 1351.0.55.045

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INQUIRIES

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ASSESSING THE QUALITY OF LINKING SCHOOL ENROLMENT RECORDS TO 2011 CENSUS DATA: DETERMINISTIC LINKAGE METHODS

National Centre for Education and Training

EXECUTIVE SUMMARY

The short and long term outcomes of Australian school students are influenced by the social and economic environment in which education takes place. The Census Data Enhancement (CDE) Education Quality Study aimed to assess the feasibility of linking education data to the Census to supplement administrative data with rich socio-economic information collected in the Census. Such contextual information about school students would help to meet the need for improved data to inform education policy and funding without the necessity of extending administrative collections or additional survey collections with their consequent resource costs and burden on parents. This study combined government school enrolment records from Queensland, South Australia, Tasmania and the Northern Territory at the unit record level for 2010 and 2011, with unit record data from the 2011 Census of Population and Housing.

Census data from the linked datasets has proved very useful in assessing the quality of socioeconomic indicators collected on school enrolment forms, in particular in filling in some of the data gaps left by missing data on the enrolment forms, but also in identifying data that has not been correctly collected or data-entered. This may have implications for both improved data management in the enrolments collections and use of these data in the Index of Community Socio-Educational Advantage (ICSEA).

Four examples of deterministic record linkage are compared against (i) the benchmark of probabilistic record linkage using name and address (Gold standard), and (ii) probabilistic record linkage conducted without name and address information (Bronze standard).

Four techniques are used to assess the quality of the linked datasets. The first compares the expected links to the actual links, adjusting for enrolment records which would not have had a corresponding Census record due to Census undercount. Census net undercount had the greatest impact on linkage rates for the Northern Territory.

The second technique examines the properties of enrolment records that were not linked to a Census record. In particular, missing or invalid values prevented records from being linked.

Thirdly, two measures of linkage quality, the match-link rate and link accuracy, are calculated to compare the Statistical Linkage Key (SLK) and Bronze linkages against the benchmark of the Gold linkage. The SLK method was closest to the Gold in terms of both match-link rate and linkage accuracy. The deterministic Bronze linkages were of comparable quality to the probabilistic Bronze linkages, with generally lower linkage rates, but higher linkage accuracy and match-link rate.

Finally, an assessment of the under- or over-representation of population sub-groups is carried out, comparing frequency distributions from the SLK and Bronze linkages against the benchmark of the Gold linkage and, where possible, the enrolments data. These distributions include variables which are available from both enrolments and the Census, and some variables which are only available from the Census. The comparisons show a high level of similarity between the linked data and the original enrolments datasets, and the strong reliability of linked Census data, in terms of coverage and accuracy, for potential research.

This study confirms that the SLK could be used as a benchmark measure where full name and address information is not available. The deterministic Bronze linkage methods examined here have advantages over probabilistic ones in terms of linkage quality, and reduced need for computational power and human resources. The deterministic Bronze method has an adequate level of accuracy and representation for research purposes, and could be utilised for further linkages in the inter-censal period.

In the future, the ABS may consider weighting linked education data to better represent population sub-groups, to enhance the reliability of linked education data for longitudinal and cross-sectional analysis.

This paper extends the initial findings from the Census Education Quality Study published in *Assessing the Quality of Linking School Enrolment Records to 2011 Census Data* (ABS cat. no. 1351.0.55.041).

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ACKNOWLEDGEMENTS

The 2011 Census Education Quality Study was funded by the Commonwealth Department of Education, the ABS and state and territory departments of education through the Strategic Cross-sectoral Data Committee. This committee, which operates within the COAG Standing Council for School Education and Early Childhood and the COAG Standing Council on Tertiary Education, Skills and Employment, has responsibility for supporting the integration of cross-sectoral education data, and improving longitudinal and outcomes information.

The ABS acknowledges assistance provided through Memoranda of Agreement with the Queensland Department of Education, Training and Employment; the South Australian Department for Education and Child Development; the Tasmanian Department of Education and the Northern Territory Department of Education and Training.

This paper was prepared in the ABS National Centre for Education and Training Statistics, with assistance from the ABS Analytical Services Branch. The principal authors and researchers were Elaine Lay, Noel Hansen, Presley Peter, Peter Rossiter, Rita Scholl and Andrew Webster.

ASSESSING THE QUALITY OF LINKING SCHOOL ENROLMENT RECORDS TO 2011 CENSUS DATA: DETERMINISTIC LINKAGE METHODS

National Centre for Education and Training

ABSTRACT

Data integration is a process of locating records pertaining to the same individual from multiple data sources. Unit record level linkage is typically undertaken using probabilistic and/or deterministic methods. Probabilistic linkage involves assessing the overall likelihood that two records match on the basis of both how they agree and how they disagree on linkage variables. Deterministic linkage is executed by finding records that match exactly or on the basis of strict rules. Deterministic linkage is most applicable where characteristics from the different sources are reported consistently, so as to uniquely identify the individual. It is less applicable in instances where there are problems with data quality, or where the reported characteristics cannot ensure the unique identification of matching records. Compared with deterministic linkage, probabilistic methods can return higher numbers of true matches but this may be at the expense of higher numbers of false links as well.

This paper compares the quality of several integrated datasets created by the application of probabilistic and deterministic linkage methods for the ABS Census Data Enhancement Education Quality Study. This study linked 2011 Census data with government school enrolment records from Queensland, South Australia, Tasmania and the Northern Territory as part of feasibility testing for using data integration to expand the evidence base for education and training policy. Four examples of deterministic record linkage are compared against (i) the benchmark of probabilistic record linkage using name and address (Gold standard), and (ii) probabilistic record linkage conducted without name and address information (Bronze standard).

A significant finding is that deterministic linking utilising the SLK581 (a Statistical Linkage Key which includes coded name information) approaches the quality of Gold standard linkage, and may provide an acceptable alternative to Gold standard linkage in instances where full name and address information is not available. In comparison to probabilistic linkage, deterministic methods for Bronze standard linkage generally achieved lower linkage rates but higher quality in terms of linkage accuracy and match-link rate.

1. INTRODUCTION

Improved data is needed to better inform education policy and funding in Australia (DEEWR, 2011). At the same time, the costs of collecting new data, both financially and in terms of provider burden, are prohibitive. As a result, agencies charged with the responsibility for collecting, analysing and disseminating statistical information have, for some years, been investigating innovative ways to maximise the use of existing data (ABS, 2012; Karmel, 2013). Data integration is one possible solution to this impasse; providing a cost-effective method for maximising the use of existing data, without increasing the burden on data providers (ABS, 2013a).

The ABS uses data integration for statistical and research purposes only. This means that the data is used to describe characteristics of groups within the population, and relationships between variables such as social, economic and environmental conditions, behaviours and outcomes. As an accredited Integrating Authority, the ABS adheres to the Commonwealth principles for data integration. All data acquired by the ABS is subject to the strict secrecy provisions of the *Census and Statistics Act 1905 (Commonwealth)*.

Key considerations in any data linkage project are the available linking variables and the method of linkage. Data linkage using name and address (Gold linkage) is of higher quality than linkage without name and address (Bronze linkage) as it enables more accurate record pair comparison. In many instances, however, name and address may not be available due to privacy considerations.

In addition to the types of variables used, the linkage methodology may draw on probabilistic or deterministic methods, or a combination of these methods. Probabilistic linkage is where individual records from two datasets are compared on their overall likelihood of being a match, based on agreement or disagreement on common characteristics (linkage fields). For every pairwise comparison, 'field weights' are computed for all linkage fields. These field weights reflect the probability of observing agreement on the linkage field if both records pertain to the same person (m -probability) relative to the probability that agreement might be observed for two different persons (u -probability). The field weights are summed to give each record pair a total weight. Total weights are ranked and compared to an assigned cut-off weight to determine whether the record pair is accepted or rejected as a match. Clerical review involves the visual inspection of all available data pertaining to paired records, and the application of human judgement to assign match status. Probabilistic linkage can be used irrespective of the availability of name and address, but it has an advantage where name and address are present.

Deterministic linkage is where individual records from two datasets are compared on the basis of common linkage fields. Records which agree exactly, or within a defined tolerance (e.g. year of birth \pm one year), on a subset of linkage fields are identified. Ranking and/or iterative linkage passes may be used to resolve instances where multiple match candidates arise. Where name and address are not available, deterministic methods can be used to achieve linkage rates that are adequate for most statistical and research purposes (Karmel, 2005).

In some data integration projects, data custodians address privacy concerns by supplying a statistical linkage key (SLK) in place of exact name and address. This enables a higher quality deterministic linkage to be performed because the name information in the SLK is almost always unique. To assess the quality of using an SLK for education data to Census linkage, this study derived the SLK581 (AIHW, 2013; 1998) for both the enrolments and Census datasets. This is an alphanumeric match set key comprised of the second, third and fifth letters of the person's surname, the second and third letters of the person's first name, eight digits from the person's date of birth (DDMMYYYY) and one character representing the sex of the person (M or F) – concatenated in that order. The SLK581 is almost always a unique identifier; however, multiple persons may share the same component characteristics, and therefore have identical Statistical Linkage Keys.

SLK and Bronze linkage variables involve few, or no, variables that contain text string values, such as names or street addresses. As a result, the benefits of probabilistic linkage are less applicable. In addition, deterministic methods require fewer resources both in terms of computational capacity and human resources (since clerical review is rarely necessary or desirable with numeric linkage fields).

Probabilistic and deterministic linkage methods were used in the CDE Education Quality study to link government school enrolment data from Queensland, South Australia, Tasmania and the Northern Territory to the 2011 Census of Population and Housing. To produce a benchmark Gold standard linkage, probabilistic methods were used in combination with considerable clerical review. Both probabilistic and deterministic methods were used to link the Bronze standard data and deterministic methods were used to link the SLK data. The probabilistic methods have already been described and evaluated in the initial findings from this study (ABS, 2013b). This paper assesses the deterministic linkage methods to help shape future data integration projects involving education information.

2. THE DATA

A detailed description of the data sources being brought together for linkage is available in the first release from this study (ABS, 2013b). This section gives a brief overview.

2.1 Government school enrolment data

Government school enrolment data (non-financial information) at the unit record level were provided to the ABS by the education departments of Queensland, South Australia, Tasmania and the Northern Territory. These datasets covered the years 2010 and 2011.

A process of standardisation and de-duplication was undertaken on the enrolment records to produce and prepare unique student-level datasets for linkage. Table 2.1 summarises the number of student records for each jurisdiction.

2.1 Number of students, by jurisdiction and year of enrolment (2010–2011)

	<i>Jurisdiction</i>			
	<i>Queensland</i>	<i>South Australia</i>	<i>Tasmania</i>	<i>Northern Territory</i>
Enrolled in both 2010 and 2011 ('continuous students')	419,483	143,428	50,595	22,641
Enrolled in 2010 only ('leaving students')	71,620	26,262	8,873	6,260
Enrolled in 2011 only ('new students')	74,954	25,076	8,925	6,371
No. of students	566,057	194,766	68,393	35,272

Source: Government school enrolment records, 2010–2011

2.2 Census data

The 2011 Census dataset used for this study consisted of 20.9 million records, excluding imputed records. (See the ABS Census website – ABS, 2013d – for more information about the Census of Population and Housing.). Imputed records are created to account for people for whom no Census form was returned. (See the Census Dictionary – ABS, 2011c – for more information.)

3. THE LINKAGE PROCESS

This section presents an overview of the work undertaken by the ABS to create school enrolment to Census linked datasets for Queensland, South Australia, Tasmania and the Northern Territory.

3.1 Linking methodology – probabilistic

A full description of probabilistic linkage and its application in this study is provided in the Quality Study report, *Assessing the Quality of Linking School Enrolment Records to 2011 Census Data* (ABS, 2013b). Probabilistic linking was used to produce the Gold standard dataset. This method links records from two datasets using several variables that are common to both datasets. The main steps in the probabilistic methods are:

- standardisation
- blocking
- record pair comparisons
- a decision model.

Standardisation

Before records on two datasets are compared, the contents of the two datasets need to be standardised to facilitate comparison. This means making the linkage variables on the two datasets as consistent as possible. Standardisation includes a number of steps such as verification, recoding and reformatting fields, and parsing text fields. Additionally, some fields require substantial repair. For instance, a first name field may undergo a number of operations, such as the removal or recoding of non-alphabetic characters (hyphens and some blank spaces excepted), search and removal of common prefixes (Mr, Ms) and suffixes (Jr).

Standardisation is required for both probabilistic and deterministic linkage methods, and takes place in conjunction with a broader evaluation of the datasets, in which potential linking variables are identified.

Blocking

Given that the datasets to be linked are very large, comparing every record in one dataset with every record in the other dataset would be computationally impracticable. For instance, in the Northern Territory (the smallest jurisdiction in the study) there were 35,272 students. Comparing their records to almost 21 million Census records would generate over 700 billion possible record pairs. To reduce the computational burden, records are put into 'blocks' where they match exactly on a small number of variables (blocking variables), and then record pairs within the block are compared to rank the likelihood of the pair being a match.

Several different sets of blocking variables ('passes') are used to maximise the likelihood that a record will be compared with its match. For instance, in the Gold linkage, the first pass utilised Statistical Area 1 (SA1) as a blocking variable – only records with matching SA1 across the enrolments and Census records were compared. Those students who had a different SA1 on their school enrolment from the Census (e.g. because they had moved to a different SA1) were not compared in this pass. Records which failed to link proceeded to the next pass, in which a different set of blocking variables was used. For the second pass, by blocking on date of birth rather than geography, the students who had moved or who had missing or invalid address information were still able to be compared.

Record pair comparisons

Within each block, records are paired on the basis that they exactly match, or closely resemble each other, on several linking fields, such as first and last name, and street name and number. Each linking field has associated field weights, which are calculated prior to comparison. Field weights indicate the amount of information (agreement, disagreement, or missing values) that a linking field provides about the probability that the records belong to the same, or to a different, person. These are called m and u probabilities (or match and unmatch probabilities) and are defined as:

$$m = P(\text{fields agree} | \text{records belong to the same entity}).$$

$$u = P(\text{fields agree} | \text{records belong to different entities}).$$

For each record pair comparison, the field weights from each linking field are summed to form an overall record pair comparison weight. Record pairs are then ranked by total linkage weight. Record pairs with higher field weights are more likely to be matches (true links) than those with low field weights.

Decision model

A decision rule determines whether a record pair is linked or not linked (but considered in later passes as a possible link). The first phase of this process is automated, in which a record is assigned to its best possible pairing. This process is known as one-to-one assignment. Ideally (and often true in practice), each record has a single, obvious best pairing, which is its true match. However, some records may have more than one possible pair with a high linkage weight. For instance, multiple births, siblings and other family members often generate a very similar linkage weight owing to the fact that they live at the same address, and share the same surname and other characteristics, such as country of birth.

The second phase of the decision rule stage takes the output of one-to-one assignment and decides which pairs should be retained as links, and which should be rejected as non-links. This is done by defining cut-off weights (after clerical review of a sample of record pairs) against which record pair comparison weights are evaluated. The simplest decision rule uses a single cut-off such that all record pairs with a weight greater than or equal to the cut-off are assigned as links, and all those pairs with a weight less than the cut-off are assigned as non-links. A more sophisticated decision rule employs lower and upper cut-offs. Record pairs with a weight above the upper cut-off are declared links while those with a weight below the lower cut-off are declared non-links. The record pairs with weights between the upper and lower cut-offs are designated for clerical review.

In clerical review, each record pair is assessed by inspection to resolve its match status. A clerical reviewer is often able to utilise information which cannot be captured in the automated comparison process, such as variations in names and common transcription errors (e.g. 1 and 7). Reviewed records are either accepted as links or rejected. Records on each dataset that are not linked on one pass remain in the pool of possible links for the next pass. The number and type of passes that are run is tailored to the particular datasets being linked to maximise the number and quality of links captured.

3.2 Linking methodology – deterministic

Deterministic linkage is also known as exact or rule-based linkage. It involves locating record pairs across the two datasets that match exactly or closely (according to rules) on common variables. As with probabilistic linkage, several passes of the datasets are undertaken to maximise the possibility that two matching records are compared, even when they do not match exactly on all the linking variables.

Typically, deterministic linkage begins by using very stringent matching rules (where the record pairs need to match exactly on as many linking fields as possible). It proceeds by dropping the requirement to match by one or more fields, tolerating greater differences in a field or expanding the geographic area in which a match can occur. Higher quality links found in the initial passes are removed from the pool of possible links and rules based on the analysis of the record pairs are used to assign link status.

3.2.1 Bronze deterministic linkage

The Bronze deterministic linkages for this study utilised 12 variables from the enrolments datasets and 14 variables from the Census dataset (see table 3.1).

3.1 Variables used in the Bronze deterministic linkage

<i>Variable type</i>	<i>Enrolments variables</i>	<i>Census variables</i>
Age-related information	Age (± 1 years) Day of birth Month of birth	Age (± 1 years) Day of birth Month of birth
Personal characteristics	Sex	Sex
Ethnicity	Country of birth (2 digit) Main language spoken at home (2 digit)	Birthplace of person (2 digit) Main language spoken at home (2 digit)
Address information (a)		
Current address	Mesh Block – 2011 Statistical Area 1 – 2011 Statistical Area 2 – 2011	Mesh Block – 2011 (Usual residence) Statistical Area 1 – 2011 (Usual residence) Statistical Area 2 – 2011 (Usual residence)
Address one year ago (b)	Mesh Block – 2010 Statistical Area 1 – 2010 Statistical Area 2 – 2010	Mesh Block – One year ago (Usual residence) Statistical Area 1 – One year ago (Usual residence) Statistical Area 2 – One year ago (Usual residence)
Address five years ago (c)		Mesh Block – Five years ago (Usual residence) Statistical Area 2 – Five years ago (Usual residence)

(a) Further information on the Australian Standard Geography Classification, including Mesh Block, Statistical area 1 and Statistical area 2 is available from ABS (2011a).

(b) On the enrolments records, this item is only available for students who had an enrolment record in 2010.

(c) Available on Census file only.

Similar to the approach used for probabilistic linkage, a Bronze High and Bronze Low dataset were extracted from the deterministic linkage exercise. The Bronze High dataset was based on the application of strict linkage rules and the Bronze Low was constructed from a two step process with slightly more relaxed linkage rules (see table 3.4).

With so many possible combinations available, iterative passes (147 in total) of comparisons of record pairs across the two datasets were undertaken, with the higher quality links being collected and removed from the pool of possible links at the end of each successive pass. In the later passes (where there were fewer variables, greater differences allowed in a variable and wider geographic areas), the number of duplicate record pairs increased. A duplicate occurred when a record from the enrolments dataset matched with the same level of accuracy to more than one Census record, or vice versa. Passes with a duplicate record rate of greater than 5% were excluded to prevent low quality record pairs from being assigned as a match.

There were 84 passes which had less than 5% duplicate record pairs. Within each of these passes, a one-to-one assignment process was used to assign record pairs with more than one possible match. Records that had more than one equally accurate match were randomly assigned and then excluded from further matching within the pass. These 84 passes formed the Bronze high deterministic datasets.

Two steps were used in the Bronze low deterministic linkage. Firstly, all 147 passes were re-examined. Any record pairs which were unique in at least one pass, where neither record uniquely agreed with a different record in any other pass, were extracted. These record pairs were set aside. The 147 passes, duplicate assessment and removal, and one-to-one assignment processes were repeated on the remaining records. The record pairs generated from each step combine to make up the Bronze low deterministic datasets.

3.2.2 *Statistical Linkage Key*

A Statistical Linkage Key (SLK) is a combination of attributes of the entity that are available on both sets of data. For instance, some name elements, date of birth, sex, and geographic identifiers (such as postcode) can be used to create a linkage key. There are many ways to create a linkage key that allows records from the same person to be linked without requiring access to exact name and address (AIHW & ABS, 2012). Hash coding, for instance, can be used to encrypt the identifying information on two records so that the encrypted key matches across datasets.

This study utilised the SLK581, which was developed by the Australian Institute of Health and Welfare (AIHW, 2013; 1998). It is an alphanumeric key comprising the second, third and fifth characters of a person's surname, the second and third letters of the person's first name, 8-digit date of birth (DDMMYYYY) and one character representing the sex of the person (M or F), concatenated in that order.

The SLK581 is almost always a unique identifier. However, more than one person will have the same SLK581 if they share the same components. Additionally, while a person's name, date of birth and sex are highly stable, it is possible for a person's SLK581 to change over time, due to legitimate change in these characteristics (for example, surname changes), or changes in the recording of these characteristics (for example, a clerical error is made or repaired, use of nick names).

The uniqueness and stability of the SLK581 for this study was tested by identifying instances where different students shared the same SLK581 and instances where, across multiple records for the same student, the SLK581 was different (including where some data elements were missing). Table 3.2 shows the uniqueness and stability over time of the SLK581 for each jurisdiction. For the vast majority of students, the SLK581 provided a unique and stable identifier with strong discriminating power for use in data linkage.

3.2 Uniqueness and stability of the SLK581, by jurisdiction

	Queensland		South Australia		Tasmania		Northern Territory	
	no.	%	no.	%	no.	%	no.	%
Uniqueness								
Students with a shared SLK581	3,258	0.6	285	0.1	104	0.2	66	0.2
Students with a unique SLK581	562,799	99.4	194,481	99.9	68,289	99.8	35,206	99.8
Total students	566,057	100.0	194,766	100.0	68,393	100.0	35,272	100.0
Stability								
Students with a changing SLK581	5,829	1.4	1,142	0.8	813	1.6	466	2.0
Students with a stable SLK581	414,373	98.6	142,908	99.2	51,422	98.4	22,597	98.0
Total students with more than one record	420,202	100.0	144,050	100.0	52,235	100.0	23,063	100.0

The SLK linkage exercise for this study used 17 passes and the SLK581 enhanced with other information, such as statistical geography, country of birth and main language spoken at home. See table 3.3 for the list of linkage keys used.

3.3 Blocking and linkage strategy for Statistical Linkage Key linkage exercise

Additions			Exclusions
PASS 1	SLK581	School type Country of birth (2 digit) Main language spoken at home (2 digit) Statistical Area 1 2011	..
PASS 2	SLK581	Country of birth (2 digit) Main language spoken at home (2 digit) Statistical Area 1 2011	..
PASS 3	SLK581	Statistical Area 1 2011	..
PASS 4	SLK581	Postcode 2011	..
PASS 5	SLK581	Postcode (Enrolments 2011 cf. Census 2010)	..
PASS 6	SLK581	Postcode (Enrolments 2011 cf. Census 2006)	..
PASS 7	SLK581	Postcode 2010	..
PASS 8	SLK581	Postcode (Enrolments 2010 cf. Census 2010)	..
PASS 9	SLK581	Postcode (Enrolments 2010 cf. Census 2006)	..
PASS 10	SLK581	Statistical Area 1 2011	Sex
PASS 11	SLK581	Statistical Area 1 2011	Month of birth
PASS 12	SLK581	Statistical Area 1 2011 Age dummy	Year of birth
PASS 13	SLK581	Statistical Area 1 2011	Year of birth
PASS 14	SLK581	Statistical Area 1 2011	Day of birth
PASS 15	SLK581	Statistical Area 1 2011	First name elements
PASS 16	SLK581	Statistical Area 1 2011	Last name elements
PASS 17	SLK581	Postcode 2011	Day of birth Month of birth

In addition to these initial 17 passes that were undertaken during the Census processing period, the SLK datasets were compared with the Bronze deterministic datasets described in Section 3.1. This comparison produced three findings. First, there were many record pairs that were common to both datasets, as would be expected. Second, the SLK dataset, having the added benefit of student name elements, captured many links that were missed in the Bronze deterministic linkage. Finally, there were some links that were captured by the Bronze deterministic datasets, but not the SLK linkage. These links were added to the SLK datasets. Table 3.4 shows the features of each of the deterministic datasets.

3.4 Features of the Bronze and SLK deterministic datasets

<i>Linkage method</i>	<i>Linkage fields</i>	<i>Features</i>
Bronze high deterministic	12 variables from enrolments, 14 variables from Census, no name or address information, statistical geography used extensively	Iterative passes, duplicate assessment and one-to-one assignment Duplicate rate <5% (84 passes)
Bronze low deterministic	As for Bronze high deterministic	Uncontradicted, unique record pairs combined with record pairs generated through iterative passes, duplicate assessment and one-to-one assignment
SLK high	Name elements that form the SLK581, in addition to variables used in the Bronze deterministic	All links from the initial 17 passes of SLK linkage, as well as extra links from the Bronze high deterministic that were not captured by the SLK linkage.
SLK low	As for SLK high	All links from the initial 17 passes of SLK linkage, as well as extra links from the Bronze low deterministic that were not captured by the SLK linkage.

4. EVALUATION OF THE LINKAGE

There are a number of ways to evaluate the quality of linked datasets. The following methods were used in the Education Quality Study and are described in this section of the paper:

- comparison of the expected number to the actual number of links between enrolment records and the Census
- examination of the properties of enrolment records that were not linked
- calculation of match-link rate and link accuracy of the different Bronze standard linkages compared with Gold
- assessment of the under- or over-representation of sub-groups in the Bronze datasets compared with the Gold.

4.1 Comparing expected number of links to actual number of links

The main reasons for not linking students to the Census are:

- the corresponding Census record does not exist
- the student's data on either the enrolment record or the corresponding Census record is insufficient to allow a link to be made (discussed in Section 4.2 below).

Initially, therefore, it is important to consider how many enrolment records might reasonably be expected to have a corresponding record in the Census. Students on the school enrolment datasets might be missing from the Census for several reasons:

- they are temporarily out of the country on Census night
- they are missed by the Census, thus contributing to the Census undercount
- they emigrated from Australia before the Census
- they have died since their enrolment at school, but before the Census.

The last two of these reasons are less likely for the student population than for the population as a whole because school students are generally young. Although direct estimation of the individual impact of each of these elements was not possible, they are jointly taken into account in the calculation of Estimated Resident Population (ERP) from the Census count (ABS, 2013c). Therefore, the proportional difference between ERP and the Census count can be used to approximate the expected number of links possible for Census linkage studies.

4.1 Linkage rates, adjusted for Census net undercount, by linkage method and jurisdiction

	Number of records	Proportion of records linked (%)	
		Pre-adjustment	Post-adjustment
QUEENSLAND			
Unique enrolment records	566,057		
Expected links	560,916		
Probabilistic methods			
Gold	498,901	88.1	88.9
Bronze (high)	357,673	63.2	63.8
Bronze (low)	461,779	81.6	82.3
Deterministic methods			
SLK (high)	452,646	80.0	80.7
SLK (low)	477,279	84.3	85.1
Bronze (high)	368,163	65.0	65.6
Bronze (low)	424,281	75.0	75.6
SOUTH AUSTRALIA			
Unique enrolment records	194,766		
Expected links	193,706		
Probabilistic methods			
Gold	173,959	89.3	89.8
Bronze (high)	119,962	61.6	61.9
Bronze (low)	157,599	80.9	81.4
Deterministic methods			
SLK (high)	150,881	77.5	77.9
SLK (low)	159,700	82.0	82.4
Bronze (high)	127,993	65.7	66.1
Bronze (low)	146,383	75.2	75.6
TASMANIA			
Unique enrolment records	68,393		
Expected links	67,157		
Probabilistic methods			
Gold	59,390	86.8	88.4
Bronze (high)	47,317	69.2	70.5
Bronze (low)	59,700	87.3	88.9
Deterministic methods			
SLK (high)	56,260	82.3	83.8
SLK (low)	59,462	86.9	88.5
Bronze (high)	49,114	71.8	73.1
Bronze (low)	55,195	80.7	82.2
NORTHERN TERRITORY			
Unique enrolment records	35,272		
Expected links	33,306		
Probabilistic methods			
Gold	26,910	76.3	80.8
Bronze (high)	18,101	51.3	54.3
Bronze (low)	26,593	75.4	79.8
Deterministic methods			
SLK (high)	22,789	64.6	68.4
SLK (low)	24,599	69.7	73.9
Bronze (high)	18,686	53.0	56.1
Bronze (low)	21,765	61.7	65.3

The first step in the estimation process was to remove Residents Temporarily Overseas (RTOs) from the ERP. The ratio of Census counts to ERP was then applied to school enrolments to adjust the original number of students by the estimated proportion of people in each state who completed a Census form. This adjustment factor is an estimate only, used to give an indication of what the linkage rate would have been if every student in the enrolments collection had a corresponding Census record.

Some demographic groups are more likely than others to be missed by the Census (ABS, 2011d). To ensure that the undercount adjustment factor was applied proportionately, for each state, the enrolments data was broken into sex (male / female) and 5 year age groups (from 0–55 years) and each age group was adjusted as follows:

$$\text{Enrolments (state, age group)} \times \frac{\text{Census counts (state, age group)}}{\text{ERP}}$$

The expected links were then summed for each state. Table 4.1 shows the actual and expected number of enrolment records available for linking. It also shows the linkage rates before and after adjusting for the expected number of links for each linkage method, to demonstrate the potential impact of Census net undercount on linkage.

Census net undercount had the largest impact on linkage in the Northern Territory. In Queensland and South Australia, net undercount had a relatively small impact on the linkage process, with less than 1% of school enrolment records not expected to link. Linkage rates for the Bronze deterministic method were lower than their probabilistic equivalents, however, as discussed in Section 4.3 below, the quality was higher. The linkage rate for Tasmania Bronze Low (probabilistic) was higher than the Gold linkage. This may be due to false or like (rather than true) links.

4.2 Enrolment records that were not linked

Table 4.2 shows details of linking variables with missing or invalid values in the unlinked school enrolment records by linkage standard. A higher proportion of missing or invalid address data was found in the unlinked school enrolment records. There was no missing data in the date of birth and sex variables for any jurisdiction.

For Queensland and the Northern Territory, the school address was used where needed as a proxy for residential address at the SA2 and SA1 level. For this reason, there is no missing data for SA1 in the Northern Territory – each student record either had valid residential address information or else valid school address information. This step was not possible for South Australia and not necessary for Tasmania, where missing or invalid addresses affected a very small number of records.

4.2 Missing or invalid values in non-linked records, by linkage standard and jurisdiction

	Non-linked students							
		Probabilistic methods			Deterministic methods			
	Enrolments (all students)	Gold	Bronze (high)	Bronze (low)	SLK (high)	SLK (low)	Bronze (high)	Bronze (low)
QUEENSLAND								
				%				
First name	–	–	–	–	–	–	–	–
Surname	–	–	–	–	–	–	–	–
Country of birth	10.5	21.4	21.3	32.2	23.4	23.5	22.0	21.6
Main language spoken at home	0.2	0.3	0.2	0.2	0.3	0.3	0.2	0.3
Statistical Area 1 2011	2.7	5.0	7.2	14.5	6.2	6.4	7.3	7.1
Mesh block 2011	5.1	8.7	13.0	23.4	10.5	10.9	12.7	12.2
Street number	14.1	21.3	25.3	36.8	22.8	23.5	25.0	24.8
Street name	2.3	3.7	5.7	10.1	4.3	4.6	5.4	5.4
Suburb	–	0.2	0.1	0.2	0.2	0.2	0.1	0.1
Postcode	–	0.2	0.1	0.2	0.2	0.2	0.1	0.1
Unique enrolment records (no.)	566,057	67,156	208,384	104,278	113,411	88,778	197,894	141,776
SOUTH AUSTRALIA								
				%				
First name	–	–	–	–	–	–	–	–
Surname	–	–	–	–	–	–	–	–
Country of birth	–	–	–	–	–	–	–	–
Main language spoken at home (a)	87.5	82.8	87.1	86.7	84.3	83.7	86.9	85.8
Statistical Area 1 2011	9.6	20.1	25.1	50.5	31.4	37.6	27.3	31.5
Mesh block 2011	11.3	21.7	27.5	52.7	33.1	39.2	29.4	33.7
Street number	12.3	22.4	27.2	50.1	33.6	39.7	29.3	33.9
Street name	8.6	19.6	21.9	42.9	30.5	36.9	23.9	29.3
Suburb	5.7	14.5	14.9	29.9	25.3	31.7	16.7	23.0
Postcode	5.7	14.5	14.8	29.9	25.3	31.7	16.6	23.0
Unique enrolment records (no.)	194,766	20,807	74,804	37,167	43,885	35,066	66,773	48,383
TASMANIA								
				%				
First name	–	–	–	–	–	–	–	–
Surname	–	–	–	–	–	–	–	–
Country of birth	8.2	13.1	11.0	10.3	11.5	11.8	10.0	10.5
Main language spoken at home	7.5	12.1	10.2	9.1	10.6	11.0	9.2	9.6
Statistical Area 1 2011	2.8	8.2	9.1	22.1	7.5	8.1	8.7	8.6
Mesh block 2011	3.4	9.1	10.1	23.3	8.4	9.0	9.6	9.5
Street number	2.6	8.1	7.6	17.3	7.0	7.6	7.2	7.2
Street name	2.0	6.9	6.3	14.8	6.0	6.5	6.0	6.0
Suburb	–	0.1	0.1	0.2	0.1	0.1	0.1	0.1
Postcode	0.2	1.3	0.7	1.6	1.1	1.5	0.7	1.0
Unique enrolment records (no.)	68,393	9,003	21,076	8,693	12,133	8,931	19,279	13,198

4.2 Missing or invalid values in non-linked records, by linkage standard and jurisdiction (continued)

	Non-linked students							
	Probabilistic methods				Deterministic methods			
	Enrolments (all students)	Gold	Bronze (high)	Bronze (low)	SLK (high)	SLK (low)	Bronze (high)	Bronze (low)
NORTHERN TERRITORY								
				%				
First name	–	–	–	–	–	–	–	–
Surname	0.1	0.1	0.1	0.1	–	–	–	–
Country of birth	6.1	7.3	7.0	7.0	7.2	7.0	7.0	6.9
Main language spoken at home	2.6	2.5	2.3	2.4	17.4	16.4	18.0	16.8
Statistical Area 1 2011	–	–	–	–	–	–	–	–
Mesh block 2011	12.5	20.5	22.7	32.4	21.7	22.0	21.1	21.0
Street number	30.6	46.5	45.3	51.3	48.6	51.4	46.2	49.7
Street name	27.1	42.4	40.3	45.5	44.1	47.1	41.4	45.3
Suburb	1.0	2.2	1.7	2.1	2.1	2.2	1.6	1.8
Postcode	1.0	2.3	1.8	2.1	2.1	2.2	1.7	1.8
Unique enrolment records (no.)	35,272	8,362	17,171	8,680	12,483	10,673	16,586	13,507

- nil or rounded to zero (including null cells)

(a) In South Australia, the school enrolment form is designed to collect Main language other than English. As a result, Main language spoken at home is missing for most students and only a small proportion of students identified English as the Main language spoken at home.

4.3 Link accuracy and match-link rate

Matches or true links are defined as record pairs where the two records relate to the same person. Gold standard linkage is the highest quality statistical linkage to the Census given the current linking software and available human resources for clerical review. The Gold datasets for this study have negligible missing or false links. To minimise the number of missing links, iterative passes were run until further passes failed to generate almost any new matches. To ensure that accepted links were matches, clerical review of a sample from each pass was assessed to ensure that true links comprise at least 97% of total links in the pass.

The Gold dataset is used as a benchmark for evaluating the SLK and Bronze linkage standards. For this purpose, it is assumed to comprise all possible links and every link is assumed to be a match. The relationship between links and matches is shown in figure 4.3.

Link accuracy and match-link rate are two measures of the quality of the data linkage exercise. Both measures are based on the number of links in a linked dataset that are correct as determined by the Gold linkage (i.e. total matches).

4.3 Relationship between links and matches

		Match status from Gold standard		
		Matches	Non-matches	
Link status from SLK or Bronze standard	Links	True links	False links	Total links
	Non-links	False non-links	True non-links	
		Total matches		

Link accuracy is the percentage of all links (on the SLK or Bronze datasets) that are correct (matches on the Gold dataset).

$$\text{Link accuracy} = \frac{\text{True links}}{\text{Total links}} \times 100$$

The match-link rate is the percentage of all matches on the Gold dataset that are present in the (SLK or Bronze) linked dataset. It measures how close the coverage of the SLK or Bronze linked dataset is to the Gold coverage.

$$\text{Match-Link rate} = \frac{\text{True links}}{\text{Total matches}} \times 100$$

Link accuracy and match-link rate for each linkage method are shown in table 4.4. The differences between the high and low methods show that, to increase coverage (match-link rate), lower accuracy needs to be tolerated. However it should be noted that even where there is lower accuracy, links are always made between like individuals, who are similar in terms of location, age and sex.

In each jurisdiction, the linkage accuracy and match-link measures show that the linkage rate, linkage accuracy and match-link rate should be used together to examine the overall quality of the linkage. For instance, in Queensland, the linkage rate of the Bronze probabilistic low dataset is higher than the SLK high dataset, however, the SLK high dataset is much closer to Gold standard in terms of linkage accuracy and match-link rate.

The graphs below (figure 4.5) show this relationship more clearly, in terms of how close each dataset is to the Gold dataset, but do not show the size of the datasets. For many research purposes, a lower accuracy is adequate, and linkage rate may prove more important than match-link rate (as 'like' links are sufficient for many research purposes).

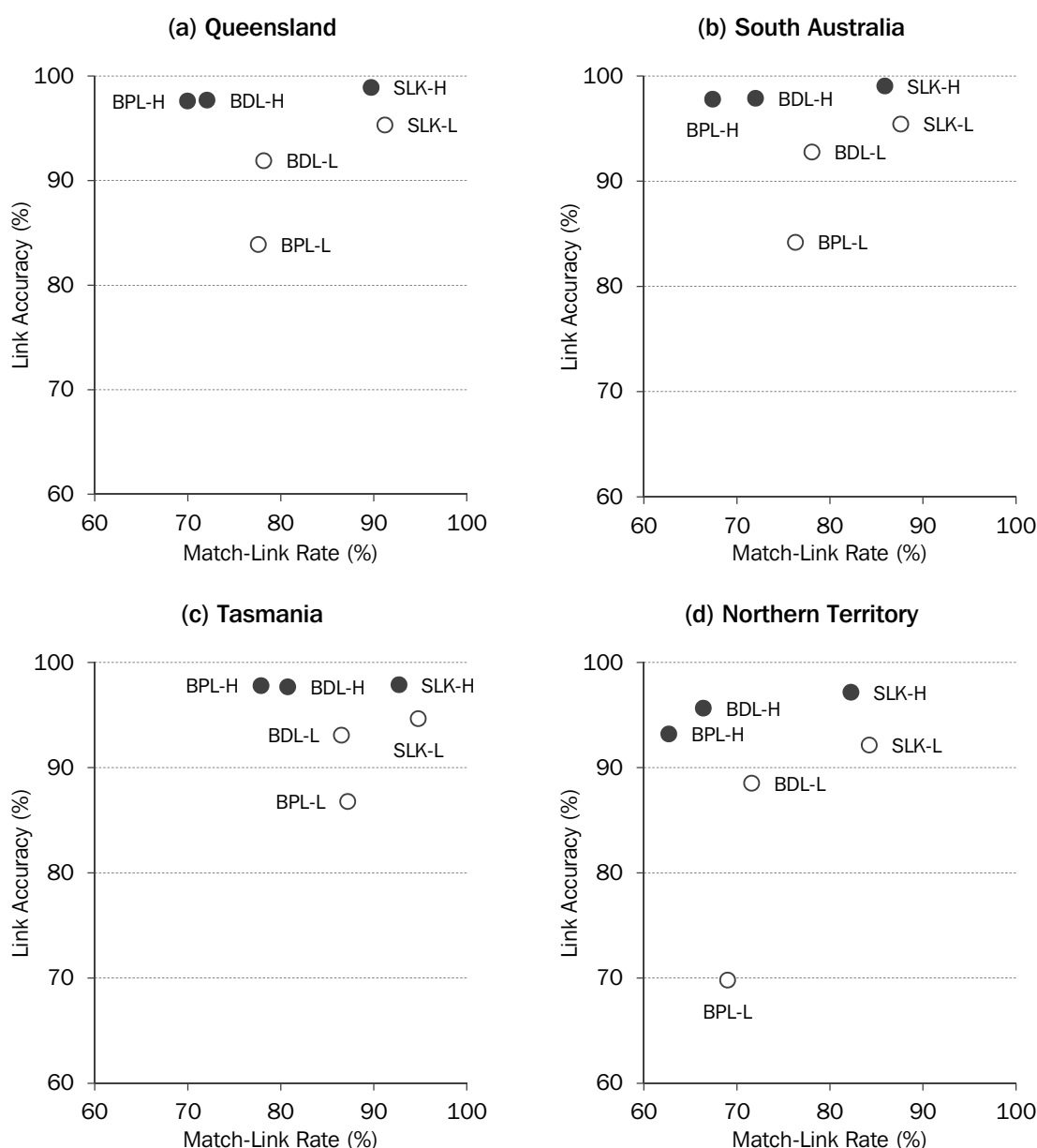
4.4 Link accuracy and match-link rate, by linkage method and jurisdiction

	<i>Proportion of enrolments dataset linked (%)</i>	<i>Link accuracy (%)</i>	<i>Match-link rate (%)</i>
QUEENSLAND			
Probabilistic methods			
Gold	88.1	..	..
Bronze (high)	63.2	97.6	70.0
Bronze (low)	81.6	83.9	77.6
Deterministic methods			
SLK (high)	80.0	98.9	89.7
SLK (low)	84.3	95.3	91.2
Bronze (high)	65.0	97.7	72.1
Bronze (low)	75.0	91.9	78.2
SOUTH AUSTRALIA			
Probabilistic methods			
Gold	89.3	..	..
Bronze (high)	61.6	97.8	67.4
Bronze (low)	80.9	84.2	76.3
Deterministic methods			
SLK (high)	77.5	99.0	85.9
SLK (low)	82.0	95.4	87.6
Bronze (high)	65.7	97.9	72.0
Bronze (low)	75.2	92.8	78.1
TASMANIA			
Probabilistic methods			
Gold	86.8	..	..
Bronze (high)	69.2	97.8	77.9
Bronze (low)	87.3	86.8	87.2
Deterministic methods			
SLK (high)	82.3	97.9	92.7
SLK (low)	86.9	94.7	94.8
Bronze (high)	71.8	97.7	80.8
Bronze (low)	80.7	93.1	86.5
NORTHERN TERRITORY			
Probabilistic methods			
Gold	76.3	..	..
Bronze (high)	51.3	93.2	62.7
Bronze (low)	75.4	69.8	69.0
Deterministic methods			
SLK (high)	64.6	97.2	82.3
SLK (low)	69.7	92.2	84.2
Bronze (high)	53.0	95.6	66.4
Bronze (low)	61.7	88.5	71.6

.. not applicable

The graphs display the match-link rate by link accuracy for each linkage method and each jurisdiction. As both of these measures are calculated as proportions of the Gold dataset, the linkage methods approach the standard of the Gold linkage as they approach the top right hand corner of the graph. Note that the graph data is based on percentages, and the axes begin at 60% in order to show the relationships between methods more clearly.

4.5 Link accuracy and match-link rates



BPL-H : Bronze probabilistic linkage (High)
 BDL-H : Bronze deterministic linkage (High)
 SLK-H : Statistical Linkage Key linkage (High)

BPL-L : Bronze probabilistic linkage (Low)
 BDL-L : Bronze deterministic linkage (Low)
 SLK-L : Statistical Linkage Key linkage (Low)

The SLK datasets in each jurisdiction are very close to Gold standard, nearing rates of 100% for link accuracy and, with the exception of the Northern Territory, having match-link rates (coverage) of 90% or above. For Bronze linkage, the deterministic methods overall achieved a higher quality of linkage than their probabilistic counterparts. For Bronze High linkage, the deterministic method generally had a higher match-link rate than the probabilistic method. For Bronze Low, the deterministic method had higher link accuracy.

4.4 Under- and over-representation of population sub-groups – School enrolments information

In this section (Section 4.4), the linkage methods are evaluated on the basis of how well different population groups were represented in the linked datasets. Based on information in the school enrolment files, the tables below show the distribution of students by age, grade, remoteness, SEIFA decile, Indigenous status, country of birth and main language spoken at home. Parent / caregiver information from the enrolments data on school attainment, non-school qualifications and occupation are also presented. The distribution for the enrolments dataset and for each linkage method are put side by side to enable assessment of how well the Gold dataset resembles the enrolments data, and consequently how well the SLK and Bronze linked datasets resemble the Gold data. The analysis and metadata explained in this section (Section 4.4) refers to the enrolment information tables in Appendix A.

The following section (Section 4.5) contains Census information which corresponds to information from the enrolments data. For example, remoteness can be derived from either the enrolments address or the Census address, so Section 4.4 and Appendix A include remoteness data derived from the enrolments address for a student, while Section 4.5 and Appendix B includes remoteness data derived from the Census address. In addition, Section 4.5 explains the distributions of relevant Census variables in Appendix B that do not have corresponding enrolments information. These variables are English proficiency, need for assistance, equivalised household income and family composition.

School enrolments information

Extensive information about the student is collected through the school enrolment form for the purpose of aiding the school in caring for the students' needs. The items collected include contact information, demographic information such as age and sex, school information such as grade level, and social characteristics such as Indigenous status, country of birth and main language spoken at home. These items are presented in Appendix A, with the addition of ABS remoteness area and SEIFA decile (see ABS, 2011b), derived using the enrolments address.

4.4.1 Age of students – School enrolments information

Table A 1.1 in Appendix A, shows the distribution of students by age on the enrolment records and the seven linked datasets (the Gold, the two probabilistic Bronze, the two SLK and two deterministic Bronze datasets). In all jurisdictions, the distribution of students in the three main age groups: 6–9 years, 10–14 years, and 15–19 years; is consistent across the enrolment records and the seven linked datasets. In a minor departure from standard five-year age ranges, five year old students have been

included in the youngest age group in order to prevent the otherwise small group of students aged less than five years from being identifiable.

On the probabilistic Bronze high standard dataset, linkage between enrolment records and Census records where age was outside of the range 3–25 years was not attempted. These Census records were excluded from the linkage in order to make the number of record comparisons practicable and to increase the link accuracy (see Section 3.2.1). Considering that students outside this age group make up a very small proportion of the student population, and are not necessarily ‘school students’, this was not generally detrimental to the coverage of the linked dataset, except in South Australia, where the number of students aged 0–5 years on the linked datasets (other than Gold) was much lower than expected.

4.4.2 Grade level – School enrolments information

Table A 1.2 in Appendix A shows the grade (year of school) distribution on the enrolment records and the seven linked datasets. Students at each grade level were well represented in each of the datasets with very little variation in proportions of students at each grade. Note that this table includes only students who were enrolled in 2011.

As previously stated comparisons between the enrolment records and the Census records where age was outside of the range 3–25 years were not undertaken on the probabilistic Bronze high standard dataset (see Section 3.2.1). This may have affected the links made for students in early grades. In South Australia, consistent with the observation above about coverage of children aged 0–5 years, the number of students in ‘Pre-year 1’ on the linked datasets, other than the Gold, was much lower than expected.

4.4.3 Remoteness – School enrolments information

Students in major cities were better represented on the linked datasets compared with students from more remote areas. Particularly in the Northern Territory, students in very remote areas were underrepresented on the linked datasets. Table A1.3 in Appendix A displays the distribution of students by remoteness areas and linkage standard for each jurisdiction.

Remoteness area in this table is based on the student’s residential address on the enrolment record. A small proportion of students had a residential address on their enrolment record that was outside the jurisdiction in which they were enrolled. These students, and students who did not have a valid residential address on their enrolment record/s, have been included in totals only. Note that numbers do not exactly match those provided in the previous publication (ABS, 2013b) due to errors that have been identified and repaired since then.

For Aboriginal and Torres Strait Islander students, remoteness had a greater impact, with the number of linked records declining substantially by remoteness, particularly in the Northern Territory. The quality of linkage and other findings for Aboriginal and Torres Strait Islander students will be examined in detail in a research paper to be released in 2014.

4.4.4 Socio-economic Indexes for Areas (Index of Relative Socio-economic Advantage and Disadvantage) – School enrolments information

The ABS Socio-Economic Indexes for Areas (SEIFA) are summary measures derived from the Census by geographic area. The Index of Relative Socio-Economic Advantage and Disadvantage (IRSAD) was used for this study, giving a summary measure of the overall socio-economic circumstances of areas where students are living. SEIFA uses a broad definition of relative socio-economic disadvantage in terms of people's access to material and social resources, and their ability to participate in society. While SEIFA represents an average of all people living in an area, it does not represent the situation of each individual. Statistical Area 1 was used to derive SEIFA for this study.

When interpreting the IRSAD, a low score indicates relatively greater disadvantage and a lack of advantage in general. A high score indicates a relative lack of disadvantage and greater advantage in general.

As shown in table A 1.4 in Appendix A, more than 10% of government school students in each jurisdiction lived in areas in the lowest IRSAD decile, and less than 10% lived in areas in the highest decile. In South Australia and Tasmania, there were very few students from areas in the highest decile. In South Australia and the Northern Territory, more than one in four students were from areas in the lowest decile. Generally, students living in areas with higher SEIFA scores were slightly over-represented on the linked datasets, while those in areas with lower SEIFA scores were slightly under-represented.

4.4.5 Aboriginal and Torres Strait Islander students – School enrolments information

Indigenous status was available on both datasets (school enrolments and Census data). This variable was not used as a blocking or linking variable in order to avoid any potential bias in comparisons of differential identification between enrolments and Census in the linked data. However, future linkages may use Indigenous status as a blocking and / or linking variable as this can improve linkage rates and quality, especially for Bronze linkage.

There are several ways to derive Indigenous status across the Census and enrolment datasets, and in addition, some students had multiple enrolment records with conflicting values for Indigenous status. In these instances, a single value was selected for the purpose of linkage. Where the student had a main school (technically referred

to as their 'home' school), the value from that record was selected. If the student had multiple, conflicting records and several or no home schools, then the most recent value was selected. Other ways of deriving Indigenous status will be investigated in more depth in the later paper from this study.

Table A 1.5 in Appendix A shows the distribution of Indigenous status of students on the enrolment records and across all seven linkage methods for the four jurisdictions, utilising the home school/most recent value derivation described above. The proportionate distribution by Indigenous status is reasonably consistent between the original school enrolment records and the seven linkage methods. However, the *number* of Aboriginal and Torres Strait Islander students in the linked datasets was considerably lower than on the enrolment records. The Northern Territory showed the greatest difference in representation with a lower number *and* proportion of Aboriginal and Torres Strait Islander students. The low accuracy datasets generally have better representation than the high accuracy datasets, but with lower accuracy, there is a risk that some false or like links have been introduced.

4.4.6 Country of Birth – School enrolments information

Table A 1.6 in Appendix A shows the distribution of linked records by the most common countries of birth for each jurisdiction. Overall, students whose country of birth was not Australia were well represented across all the linkage methods. In the Northern Territory, compared to the Gold dataset, the other linked datasets had a higher proportion of students born overseas. Conversely, in all jurisdictions except for the Northern Territory, the proportion of students born in Australia was slightly higher in all the linkage types than in the original enrolments file, indicating a slight over-representation of Australian-born students in the linked datasets.

Students who were missing information on their country of birth were less likely to be linked. Queensland had the highest proportion of missing country of birth information at 11%, followed by Tasmania (8%) and the Northern Territory (6%). South Australia had no missing country of birth information.

4.4.7 Main language spoken at home – School enrolments information

Students whose Main language spoken at home was not English were well represented across each of the linked datasets, as shown in table A 1.7 in Appendix A.

In South Australia, the school enrolment form is specifically designed to collect the student's main language *other than English*. Those missing/not stated information on enrolment records in South Australia (88%) comprise almost entirely students whose main language is English.

For the Northern Territory, there were a higher proportion of English speaking students in the linked datasets compared to the original enrolment records. For

instance, the proportion of English speaking students in the Gold linked data was 46% compared to 42% in the enrolment records. Students with missing language information were also slightly over-represented on the linked datasets.

For Northern Territory students whose main language was not English, the most common languages were Australian Indigenous languages. As shown in table A 1.5, Aboriginal and / or Torres Strait Islander students were less likely to be linked, and this resulted in a lower proportion of Australian Indigenous language speakers on the linked datasets than the original enrolments dataset.

Parent / caregiver enrolments information

Information about students' parents / caregivers is available from both the school enrolment form and the Census. On the school enrolment form, there is capacity for information for up to two parents / caregivers. The variables collected include sex¹, school and non-school educational attainment, occupation, country of birth and main language spoken at home. For each student, up to one male and one female parent / caregiver were derived from both the enrolments and the Census information. This was necessary to allow comparable parent / caregiver data to be derived from the Census, however, it does mean that where students had more than one parent / caregiver of the same sex, data from only one of these is presented (approximately 8% of students). For more information about the process for deriving parent/caregiver information, see the Explanatory Notes.

Parent / caregiver data on school and non-school educational attainment and occupation from the enrolments information are provided in tables A 2.1–A 2.6 in Appendix A. These items have a high level of non-response.

4.4.8 Parent / caregiver school attainment – School enrolments information

Tables A 2.1 and A 2.2 in Appendix A show the data for male and female parent / caregivers respectively. The data shows that students with no information about their parent / caregiver level of school attainment on their school enrolment record were under-represented on the linked datasets. Conversely, the proportion of students with information on the school attainment of their parents / caregivers is generally higher on the linked datasets than on the original enrolment records. This is more marked for students with parents / caregivers who had a higher level of school attainment. In Tasmania and the Northern Territory, there was a smaller proportion on all the linked datasets compared to the enrolment records of students with parents / caregivers whose school attainment level was Year 9 or below.

1 Parent / caregiver sex is collected in Queensland, South Australia and Tasmania. In the Northern Territory, this information was not available. For the 2011 cohort, data on the relationship between the student and parent / caregiver was available, and has been used to derive parent / caregiver sex where possible.

Otherwise, the proportional distribution by level of school attainment of parent / caregivers was similar across the Gold, SLK and Bronze linked datasets.

4.4.9 Parent / caregiver non-school qualifications – School enrolments information

Non-school qualifications refer to formal qualifications at the Certificate level or above. The distributions of parent's / caregiver's qualifications are presented in tables A 2.3 and A 2.4 in Appendix A. Students with parents / caregivers whose level of qualification was unknown or not stated were under-represented on the linked datasets. This was more pronounced in the high accuracy datasets, especially for Queensland and the Northern Territory. In the Northern Territory for instance, the not stated / unknown category for male parents / caregivers was 51% on the original enrolment records and 41% in the probabilistic Bronze (high) dataset. Consequently, students with information reported for level of non-school qualification of parent / caregiver were slightly over-represented in all seven linked datasets compared with the enrolment records. These patterns were similar for both male and female parents / caregivers.

4.4.10 Parent / caregiver occupation – School enrolments information

Information on the occupation of parents / caregivers is collected on the student's school enrolment form, and is based on the then Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Classification of Occupations. This occupation item on the enrolment form has five categories:

- Senior Management in large business organisation, government administration and defence, and qualified professionals
- Other business managers, arts/media/sportspersons and associate professionals
- Tradesmen/women, clerks and skilled office, sales and service staff
- Machine operators, hospitality staff, assistants, labourers and related workers
- Not in paid work in last 12 months.

For both male and female parents / caregivers, the distribution of occupations and labour force participation for the original enrolment record and the seven linked datasets are provided in table A 2.5 and table A 2.6 in Appendix A.

This item has a high non-response rate on the enrolment dataset. Some of the possible reasons for this include form design (it is one of the last items), parents / caregivers not seeing this information as salient to their child's enrolment or unwillingness to disclose this information. Students with parents / caregivers who did not respond to this item were slightly under-represented on the linked datasets, while those who did respond were slightly over-represented.

4.5 Under- and over-representation of population sub-groups in the linked datasets – Census information

Linking enrolment records to the Census means that the wide range of social and demographic characteristics collected in the Census become available for analysis of educational pathways and outcomes. In some cases, the Census includes a comparable variable to that in the school enrolment file (e.g. age of student). In others, it provides a similar data item but at a finer level of disaggregation (e.g. occupation of parent). In other cases again, the Census provides new information (e.g. household income). The following analysis looks similar to that presented in Section 4.4 but differs in an important respect. There, information from the *school enrolment records* was used to evaluate the quality of the linked datasets. In this section, information from the *Census* is used to evaluate the quality of the linked datasets.

Two types of analysis are presented below. In the first, the same or similar item is collected in school enrolments and the Census. This occurs for age (B 1.1), remoteness (B 1.2), SEIFA (B 1.3), Indigenous status (B 1.4), country of birth (B 1.5), language spoken at home (B 1.6), together with the parent/caregiver items: highest year of school completed (B 2.1 and B 2.2), highest non-school qualification (B 2.3 and B 2.4) and occupation (B 2.5 and B 2.6). The analysis and supporting tables show the relationship between this variable on the school enrolment file and the Census version reported in first the Gold and then the other linked datasets.

In the second case, the item is collected in the Census only. This occurs for English proficiency (B 1.7), need for assistance (B 1.8), income (B 3.1) and family composition (B 3.2). Here, analysis and tables are limited to comparisons among the linked datasets with the Gold dataset as the benchmark and no reference to the original enrolment files.

Where the linkage process has added new Census information to the enrolment file, there is a high degree of consistency among the linked datasets, with the proportionate distribution of the different categories for each Census item as found in the Gold dataset reflected well in the SLK and Bronze linked datasets.

Student Census information

The tables relating to the analysis of student Census information presented below can be found in Appendix B, tables B 1.1 to B 1.8.

4.5.1 Age of students – Census information

Table B 1.1 presents the distribution of students by age in the school enrolment file and the Census data on age across the seven linked datasets. Five year old students are included in the youngest age group in order to prevent the otherwise small group of students aged less than five years from being identifiable. On the probabilistic

Bronze high dataset, comparisons between the enrolment records and the Census records where age was outside the range 3–25 years were not undertaken.

In all jurisdictions, there was, by and large, a consistent proportionate distribution by age group among the enrolment records and linked Census datasets. In South Australia, however, the number of students aged 0–5 years on the linked datasets, other than the Gold, was much lower than expected. Reasons for this may be investigated further in the future.

Across all jurisdictions, the linked datasets had a very small proportion of missing age information in the Census. These represented records that had actually been imputed in the Census but were set to missing during the standardisation process in preparation for linkage. The deterministic Bronze datasets contained no missing age information because all passes in its linking strategy used either age or age range (3–25 years).

4.5.2 Remoteness – Census information

Table B 1.2 presents the distribution of students by remoteness areas in the school enrolment file and corresponding Census data by linkage standard for each jurisdiction. Remoteness area in this table for the linked datasets is based on the student's usual residence on the Census record. A small proportion of students had a residential address on their Census record that was outside the jurisdiction in which they were enrolled. These students, and students who did not have a valid residential address on their enrolment record/s, have been included in totals only.

The distribution of students by remoteness in the Gold linked datasets for Queensland, South Australia and Tasmania were generally consistent with those in the corresponding school enrolment files. In the Northern Territory, the proportion of students in the Gold datasets in remote and very remote areas (16% and 24%) was lower than those in the school enrolments file (17% and 29%).

In Queensland, South Australia and Tasmania the proportionate distribution of students by remoteness area in all the SLK and Bronze linkages was consistent with that in the Gold dataset.

In the Northern Territory, there was a higher proportion of students in outer regional areas (which includes Darwin) in the SLK and Bronze linked datasets compared with the Gold and a lower proportion of students in remote and very remote areas. In the Gold linkage, extensive clerical review was undertaken to improve coverage and accuracy and appears to have aided linkage in remote and very remote areas especially. Clerical review, however, was not used in the Bronze or SLK linkages as there was no supplementary information to enable manual intervention to improve the linkage process.

In the Northern Territory, the probabilistic Bronze (low) dataset was more consistent with the Gold than were the other linkages in terms of remoteness. In all jurisdictions, the probabilistic Bronze (high) dataset had the lowest proportion of linked files of any linkage method. See also Section 4.4.3 for a remoteness analysis based on enrolment data.

4.5.3 Socio-economic Indexes for Areas (Index of Relative Socio-economic Advantage and Disadvantage) – Census information

Table B 1.3 is the Census information equivalent of Table A 1.4 – showing SEIFA (IRSAD) deciles from the school enrolments file and the linked Census data. Low deciles indicate relatively greater disadvantage and a lack of advantage in general. A high score indicates a relative lack of disadvantage and greater advantage in general.

Census and enrolments address data are the same for most linked records, and as a result the Census linked data (B 1.3) and the enrolments data (A 1.4) are very similar. Generally, students living in areas with higher SEIFA scores were slightly over-represented on the linked datasets, while those in areas with lower SEIFA scores were slightly under-represented.

4.5.4 Aboriginal and Torres Strait Islander students – Census information

Table B 1.4 presents the distribution of students by Indigenous status as reported in school enrolments compared with the Census across all seven linkage methods for each jurisdiction. For the enrolments data, where a student had conflicting values across multiple enrolment records for Indigenous status, a single value was chosen based on the home (main) school or the most recent enrolment record.

The linked datasets show the student's Indigenous status from the Census form. Note that South Australian school enrolment records in 2010 and 2011 coded 'not stated' values for Indigenous status to 'non-Indigenous'. As a result, there are no 'not stated' values in the South Australia enrolments file.

In the probabilistic Bronze (high) linkage exercise, stringent linking rules were employed to maintain high accuracy, resulting in lower linkage rates. This had a greater impact on Aboriginal and Torres Strait Islander students (36–67% linked) than on non-Indigenous students (61–73% linked). Where fewer students identified as Aboriginal and/or Torres Strait Islander on the linked datasets than in the enrolments files, this may be due to false links, missed links, undercoverage, or a combination of these factors.

For Queensland, South Australia and Tasmania, the proportionate distribution of Indigenous status in the linked datasets was similar to that in the school enrolment file. The SLK (low) dataset had the most consistent distribution across Indigenous status in comparison with the Gold dataset for these three jurisdictions.

In the Northern Territory, the proportion of students identified as Aboriginal and Torres Strait Islander in the Gold linked datasets (37%) based on the Census Indigenous status item was much lower than identification in the enrolments file (44%). The proportion of Aboriginal and Torres Strait Islander students who were linked in the Northern Territory was much lower than expected across all the linked datasets, particularly the high accuracy datasets.

These findings will be discussed in more detail in the forthcoming paper on the quality of linked enrolments data for Aboriginal and Torres Strait Islander students. Under-representation of Aboriginal and Torres Strait Islander students on the linked datasets may be addressed in future through improved linkage methods and weighting of the linked files.

4.5.5 Country of birth – Census information

Table B 1.5 presents school enrolment and Census information for country of birth of students. In each jurisdiction, the countries selected were the top five ranked countries of birth of students in the Gold dataset based on the Census information.

For Queensland, Tasmania and the Northern Territory there was a slightly higher proportion of students born in Australia in the Gold dataset than in the school enrolment file. In South Australia the proportion of students born in Australia was 87% in both datasets.

In all jurisdictions, country of birth was not stated in just over 1% of records in the Gold datasets. This was lower than in the enrolments files for Queensland, Tasmania and the Northern Territory where the proportion of not stated records varied between 6% and 10%. This is partly because records with missing country of birth data were less likely to be linked (see Section 4.2).

In general the distribution and ranking of countries of birth other than Australia was consistent between the Gold dataset and school enrolments. In Tasmania, however, there were considerable differences that may be due to coding errors in the school enrolments file.

The proportionate distribution by country of birth in the Gold dataset is consistent across the other linked datasets. In South Australia and the Northern Territory, the proportion of linked files in the probabilistic Bronze (low) dataset was most consistent with the Gold dataset, although the deterministic SLK (low) dataset was also consistent. In Queensland the deterministic SLK (low) was most similar to the Gold dataset. In Tasmania, the Census data is likely to be a better source of information on birthplace than the enrolments data.

4.5.6 Language other than English spoken at home – Census information

Table B 1.6 presents information from the Census and school enrolments on languages other than English spoken by students at home. The enrolments data item differs from the Census item. The enrolments question asks students to identify the main language that they speak at home. In South Australia, students are only asked to identify their main language spoken at home if it is not English. The Census question asked whether the person speaks a language other than English at home. The enrolment data should therefore be a more conservative estimate, which aims to identify students who do not converse in English at home as this may have implications for learning. In the Census the question is aimed at measuring the diversity of languages spoken in Australia, and therefore allows respondents to identify other languages that they speak, even where English is their main language for communication in the home.

The data demonstrates this difference in Queensland and South Australia, with generally higher numbers of languages other than English on the linked datasets than on the enrolments data. In Tasmania, this relationship is less clear due to apparent coding issues with the enrolments dataset. In the Northern Territory, less Indigenous Australian language speakers are identified on the linked datasets than on the enrolment dataset. This is due to lower linkage rates for Aboriginal and Torres Strait Islander students, and consequently, under-representation of Indigenous Australian language speakers.

For Queensland, South Australia and Tasmania, the distribution of languages other than English spoken at home by students is consistent across all other linkage methods when compared to the benchmark of the Gold linked dataset. It is worth noting that for the Northern Territory, while there is under-representation of Indigenous Australian language speakers, there would be sufficient representation for analysis of this group if weighting was applied.

4.5.7 English proficiency, by linkage standard and jurisdiction – Census information

The distribution of proficiency in spoken English as obtained from the Census is presented in table B 1.7. This item is collected in the Census only, and tables and analysis use the Gold dataset as the benchmark for comparison. In Queensland, South Australia and Tasmania, the distribution of the categories of proficiency in spoken English as found in the Gold dataset is well reflected in all the SLK and Bronze linked datasets. In the Northern Territory, there was a greater gap between the Gold and the other datasets. The deterministic Bronze (low) dataset had the highest over-representation of students speaking only English (74%), compared with the Gold dataset (68%).

4.5.8 Core activity need for assistance – Census information

‘Core activity need for assistance’ as recorded in the Census, refers to persons requiring help or assistance in one or more of the three core activity areas of self-care, mobility or communication due to a disability, long term health condition or old age. The point to note with this item in the Census is that it corresponds closely with the concept of ‘profound/severe’ core activity limitation rather than to the broad concept of disability as any limitation, restriction or impairment that restricts everyday activities. There are many students who would receive assistance at school for a disability who would not be classified as having a profound or severe core activity limitation on the Census.

Table B 1.8 presents the distribution of students needing help or assistance in core activities for the seven linked datasets. For all jurisdictions, the distribution in the Gold dataset is well reflected in the other linked datasets. In the Northern Territory, the proportion of students with a need for assistance (2% in the Gold dataset) is lower than in the other states, and there was a higher proportion of ‘not stated’ records (4%).

Parent / caregiver Census information

This section presents characteristics of the students’ parents / caregivers. Information collected in the school enrolment file is compared with corresponding information from the Census as contained in the Gold and other linked datasets where possible. Some Census variables that do not have a corresponding enrolments variable are also presented. The tables found in tables B 2.1 to B 2.6 in Appendix B cover school and non-school educational attainment and occupation. These can be compared with tables A 2.1 to A 2.6 which show parent / caregiver school and non-school educational attainment and occupation data from the school enrolment forms.

Information about students’ parents / caregivers is available from both the school enrolments form and the Census. On the school enrolments form, there is capacity for up to two parents / caregivers to provide information. The variables collected include sex, school and non-school educational attainment, occupation, country of birth and main language spoken at home. Using the sex data provided, male and female parent / caregivers have been derived from both the enrolments and the Census information. This was necessary to allow parent / caregiver data to be derived from the Census, however, it does mean that where students had more than one parent / caregiver of the same sex, data from only one of these is presented. For more information about the process for deriving parent/caregiver information, see the Explanatory Notes. Parent / caregiver data on school and non-school educational attainment and occupation from the Census information are presented in Appendix B tables B 2.1 – B 2.6.

4.5.9 Parent / caregiver school attainment – Census information

Tables B 2.1 and B 2.2 present distributions of the school educational attainment of the student's male and female parents / caregivers respectively.

Generally, reporting of parent / caregiver school attainment in the Census is more complete than in school enrolments. This is especially apparent for Queensland and the Northern Territory. For example, in Queensland and the Northern Territory, the proportion of not stated or unknown parent/caregiver school attainment in the school enrolments ranged from around 17% to 22%. In the Gold dataset, the proportion of not stated or unknown values was between 2% and 3%.

In Queensland, South Australia, and Tasmania, the SLK and Bronze datasets reflected the distribution in the Gold dataset. In the probabilistic Bronze (high) dataset for the three states, the proportion of students with a parent/caregiver were slightly higher than in the other linked files, while the proportion with no information on the parent/caregiver were slightly lower. There was less consistency among the linked files as compared to the Gold in the Northern Territory.

4.5.10 Parent / caregiver non-school qualifications – Census information

Tables B 2.3 and B 2.4 present distributions of the student's male and female parent / caregiver non-school attainment as recorded on the Census. Parent / caregiver data was not able to be derived on the linked datasets for up to 32% of students with regards to male parents and up to 19% for female parents. This is partly due to students not residing with their male or female parent, and partly due to data quality issues. Where this information could be derived however, it was very complete with only 2–4% of non-response on the Census, compared with up to 30% not stated on the enrolments records.

In addition to the identification of non-school qualifications, which is available from the enrolments records, the linked Census data is able to provide information about parents / caregivers who did not attend school.

The distribution of parent / caregiver with non-school qualifications is consistent between school enrolments and the corresponding Census information in the Gold dataset, and compares favourably across the SLK and Bronze datasets. The Census information identified a higher proportion of parents / caregivers with no non-school qualification than did the enrolment data.

4.5.11 Parent / caregiver occupation by labour force status – Census information

The distribution of the occupation of a student's male and female parent / caregiver as reported in school enrolments and in the Census (for the seven linked datasets) is presented in tables B 2.5 and B 2.6.

There remain some students who were not linked for each linkage method, some students for whom parent / caregiver Census information could not be derived, and a small proportion of non-response. However, the level of non-response on the Census is far lower, and the level of detail on occupation and labour force status is greatly improved, in comparison to the enrolments information. This is due to the inclusion of the 'not in the labour force' category and the greater detail on occupation in the Census.

The linked datasets were able to link students effectively with parents / caregivers from each of the occupation types and those with parents / caregivers who were unemployed or not in the labour force. There is a slight over-representation of students whose parents / caregivers were employed.

4.5.12 Weekly equivalised household income – Census information

Weekly equivalised household income is the total household income adjusted using an equivalence scale that enables the analysis of the relative wellbeing of households of different size and composition. It is derived from Census personal income data and other information about households, including the number and age of household members. It can be viewed as an indicator of the economic resources available to a standardised household. For a lone person household it is equal to household income. For a household comprising more than one person, it is an indicator of the household income that would be needed by a lone person household to enjoy the same level of economic wellbeing. Enrolments data is not provided for comparison as income data is not collected on the enrolments form.

Table B 3.1 presents the distribution of the weekly equivalised household income of the student's household based on Census data for the seven linked datasets. Students from households with all levels of equivalised household income are well represented on the Gold, SLK and Bronze linked datasets. There is some over-representation of students from households with higher income levels on the low accuracy datasets which is probably due to false links.

4.5.13 Family composition – Census information

Family Composition classifies families into different types. The types provided in table B 3.2 are couple family, one parent family and other. Each family type is well represented on the linked SLK and Bronze datasets in comparison to the Gold dataset, with only a slight over-representation of couple families and under-representation of one parent families. Across the four jurisdictions, about 70% of students were living in couple families and one-quarter in one-parent families.

5. CONCLUSIONS

The CDE Education Quality Study set out to test the feasibility of linking education data to the Census of Population and Housing. A parallel objective was to develop the infrastructure to allow linkage of education data to be undertaken effectively, efficiently and safely. By using a variety of methods for linkage, and comparing these methods with a Gold standard linkage, the study has been able to produce recommendations for ways of proceeding with education data linkage to deliver high quality linked datasets for research and statistical purposes.

This paper has detailed the deterministic methods used to link government school enrolment records to the 2011 Census. These methods, particularly the Bronze deterministic methods, have proven successful in producing datasets that have both adequate coverage of the possible links and reasonable accuracy. These methods are reproducible and can be utilised to facilitate and benchmark future linkages. The deterministic Bronze methods proved equally effective or better in approaching Gold quality, and were more efficient in terms of human resources used for the linkage process than Bronze probabilistic linkage.

Where name and address data is available, clearly the probabilistic methods and clerical review process used for the Gold linkage provide the most comprehensive and highest quality of linkage possible to the Census, and where partial name data is accessible, a deterministic linkage method using a Statistical Linkage Key such as SLK581 provides a close approximation to Gold standard. Where no name or address data is available, deterministic methods generally provide a higher level of accuracy than probabilistic methods, which is not surprising, considering that the data used for this linkage is entirely numerical or categorical. The benefits that were provided by probabilistic linkage in identifying similar text strings are not generally applicable to Bronze linkage.

Adjusting for Census net undercount had a small impact on the assessment of success of the linkage in Queensland and South Australia, with less than a one percentage point gain in the linkage rate after adjusting for net undercount for all of the linkage methods. In Tasmania, Census net undercount had a slightly greater impact, at around 1.5 percentage points. In the Northern Territory, Census net undercount had a greater impact on linkage, with a gain of between 3 and 4.5 percentage points after adjusting the linkage rate.

The results show that linkage is more successful for some subpopulations than others, and users of the data sets should keep this in mind when interpreting analysis and results from the linked data. In particular, Aboriginal and Torres Strait Islander students, students in remote and very remote areas, mature age students and students with female parents/caregivers who had not completed year 10 were consistently less likely to be linked and these students may be underrepresented on the linked datasets

as a result. In the future, the ABS may look into weighting the linked data to ensure that it is representative of the entire population.

In terms of link accuracy and match-link rate, the SLK linkage method provided the closest approximation to the Gold linked dataset for each jurisdiction, and the Bronze deterministic method was closer to the Gold dataset than the Bronze probabilistic method in each jurisdiction. The implications of these findings are twofold. First, if linkages between the Census and education data are to be attempted with the 2016 Census of Population and Housing, and full name and address data for all states/territories are not available, SLK data would provide a reasonable alternative to produce a very high standard dataset to be used for statistical output or for a benchmark against which to assess other linkage methods. Second, in the interim period before the next Census, Bronze linkage using a deterministic method would provide a reasonable standard of quality for linkage to datasets with similar core socio-demographic items to those on the enrolment files, and may be preferable to probabilistic methods.

Within each linkage method, a low and high accuracy version was developed and tested. The high accuracy datasets have higher linkage accuracy (that is, less false or like links), but lower coverage (that is, more missed links). The low accuracy datasets have higher coverage (that is, less missed links) but at the expense of link accuracy (that is, more false or like links). Research by the ABS has shown that for many analytical purposes, “missed links are more problematic than false links in drawing conclusions from linked data, and accepting some false links to reduce the number of missed links, yields a more comprehensive and representative linked dataset” (Richter *et al.*, 2013, p. 34). It should be noted, however, that the purpose of the analysis should be considered alongside linkage method. There may in fact be times when a researcher deliberately chooses to use a dataset based on strict linkage criteria because the importance of true links outweighs the risk of bias due to reduced coverage. This could occur for longitudinal analysis or examination of sub-groups, such as the Aboriginal and Torres Strait Islander population, which are harder to link.

Census data from the linked datasets has proved very useful in assessing the quality of socioeconomic indicators collected on school enrolment forms, in particular in filling in some of the data gaps left by missing data on the enrolment forms, but also in identifying data that has not been correctly collected or data-entered. This may have implications for both improved data management in the enrolments collections and use of these data in the Index of Community Socio-Educational Advantage (ICSEA).

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All URLs viewed 6 December 2013

EXPLANATORY NOTES

1. *Australian Standard Geographical Standard (ASGS)*

The ASGS provides a common framework of statistical geography which enables the production of statistics that are comparable and can be spatially integrated. To assign statistical geography, statistical units such as households are first assigned to a geographical area in one of the ASGS structures. Data collected from these statistical units are then compiled into ASGS defined geographic aggregations which, subject to confidentiality restrictions, are then available for publication. The geographic aggregations used for the purposes of this study are:

Mesh Blocks are micro-level geographical units for statistics and there are in excess of 300,000 Mesh Blocks covering the whole of Australia. A residential Mesh Block typically contains 30 to 60 dwellings.

Statistical Area Level 1 (SA1) is the second smallest geographic area defined in the Australian Statistical Geography Standard (ASGS) after Mesh Block. The SA1 has been designed for use in the Census of Population and Housing as the smallest unit for the processing and release of Census data.

Statistical Area Level 2 (SA2) is an area defined in the ASGS, which consists of one or more whole Statistical Areas Level 1 (SA1s). Wherever possible, SA2s are based on officially gazetted State suburbs and localities. In urban areas, SA2s largely conform to whole suburbs and combinations of whole suburbs, while in rural areas they define functional zones of social and economic links.

2. Derivation of Census information for students' parents / caregivers

The process to derive students' parent / caregiver information from the Census began by selecting Census records that were likely to be records of parents / caregivers. This was done on the basis of family type in the dwelling, person age, sex and relationships within dwellings. From this subset, using the relationship between persons in the dwellings, parent / caregiver records that were connected to the linked student were selected. Only four parents / caregivers were selected – the student's natural mother and father, and the students step-mother and step-father. As a result, for students living with parents / caregivers who are in a same-sex relationship, only one parent / caregiver is selected. From this information, one overall male and female parent was selected – the natural parent where available, followed by step-parent information if natural parent information was not available. Parent / caregiver sex is collected in Queensland, South Australia and Tasmania. In the Northern Territory, this information was not available. For the 2011 cohort, data on the relationship between the student and parent / caregiver was available, and has been used to derive parent / caregiver sex where possible.

APPENDIXES

A. ENROLMENTS INFORMATION TABLES

<i>Table</i>	<i>Table title</i>	<i>Section</i>
Student information, school enrolments data		
A 1.1	Age, by linkage standard and jurisdiction – school enrolments information.	4.4.1
A 1.2	Grade, by linkage standard and jurisdiction, 2011 – school enrolments information.	4.4.2
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A 1.1 Age, by linkage standard and jurisdiction – School enrolment information

Age group	Probabilistic				Deterministic							
	Enrolments		Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND												
0-5 years	41,404	7.3	36,928	7.4	28,046	7.8	37,129	8.0	33,678	7.4	35,691	7.5
6-9 years	172,818	30.5	153,192	30.7	110,436	30.9	137,140	29.7	140,761	31.1	147,074	30.8
10-14 years	212,300	37.5	189,529	38.0	140,661	39.3	181,786	39.4	173,960	38.4	181,713	38.1
15-19 years	138,209	24.4	118,467	23.7	78,401	21.9	104,814	22.7	103,611	22.9	111,862	23.4
20 years or over	1,326	0.2	785	0.2	129	-	910	0.2	636	0.1	939	0.2
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0
SOUTH AUSTRALIA												
0-5 years	12,177	6.3	10,303	5.9	4,242	3.5	5,604	3.6	4,878	3.2	5,310	3.3
6-9 years	52,612	27.0	47,584	27.4	34,405	28.7	41,626	26.4	42,743	28.3	44,931	28.1
10-14 years	67,160	34.5	61,360	35.3	46,026	38.4	57,974	36.8	55,277	36.6	57,965	36.3
15-19 years	54,923	28.2	48,054	27.6	34,725	28.9	45,902	29.1	42,518	28.2	45,487	28.5
20 years or over	7,894	4.1	6,658	3.8	564	0.5	6,493	4.1	5,465	3.6	6,007	3.8
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0
TASMANIA												
0-5 years	1,928	2.8	1,711	2.9	1,439	3.0	1,820	3.0	1,551	2.8	1,701	2.9
6-9 years	18,705	27.3	16,705	28.1	13,531	28.6	15,851	26.6	15,737	28.0	16,492	27.7
10-14 years	24,340	35.6	21,826	36.8	17,967	38.0	21,933	36.7	20,581	36.6	21,528	36.2
15-19 years	21,177	31.0	17,569	29.6	14,141	29.9	18,257	30.6	16,832	29.9	17,942	30.2
20 years or over	2,243	3.3	1,579	2.7	239	0.5	1,839	3.1	1,559	2.8	1,799	3.0
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0
NORTHERN TERRITORY												
0-5 years	2,241	6.4	1,756	6.5	1,213	6.7	1,922	7.2	1,485	6.5	1,607	6.5
6-9 years	11,826	33.5	9,002	33.5	5,918	32.7	8,201	30.8	7,527	33.0	8,055	32.8
10-14 years	13,153	37.3	9,969	37.0	6,765	37.4	10,009	37.6	8,467	37.2	9,089	37.0
15-19 years	7,841	22.2	6,055	22.5	4,176	23.1	6,285	23.6	5,199	22.8	5,700	23.2
20 years or over	211	0.6	128	0.5	29	0.2	175	0.7	111	0.5	148	0.6
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0

– nil or rounded to zero (including null cells)

A 1.2 Grade, by linkage standard and jurisdiction, 2011 (a) – School enrolment information

Grade	Probabilistic				Deterministic							
	Enrolments		Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND												
Early childhood / pre-school	2,664	0.5	2,350	0.5	1,715	0.5	2,444	0.6	2,122	0.5	2,290	0.5
Pre-Grade 1	44,007	8.9	39,396	8.8	30,024	8.9	39,350	9.2	36,228	8.8	38,194	8.9
Grade 1	42,165	8.5	37,045	8.5	28,484	8.4	37,045	8.7	34,978	8.5	36,403	8.5
Grade 2	40,743	8.2	36,715	8.2	27,682	8.2	35,799	8.4	33,863	8.2	35,237	8.2
Grade 3	39,331	8.0	35,328	7.9	26,390	7.8	33,145	7.8	32,653	7.9	34,058	7.9
Grade 4	26,281	5.3	23,723	5.3	16,755	5.0	17,215	4.0	22,345	5.4	23,104	5.4
Grade 5	39,810	8.1	36,020	8.1	25,579	7.6	31,158	7.3	33,401	8.1	34,706	8.1
Grade 6	41,290	8.4	37,369	8.4	28,576	8.5	36,473	8.5	34,525	8.4	36,004	8.4
Grade 7	40,292	8.1	36,404	8.2	27,745	8.2	35,383	8.3	33,707	8.2	35,047	8.1
Grade 8 (secondary)	36,320	7.3	32,845	7.4	25,477	7.5	32,264	7.6	30,576	7.4	31,784	7.4
Grade 9	36,548	7.4	33,086	7.4	25,658	7.6	32,600	7.6	30,885	7.4	31,957	7.4
Grade 10	37,743	7.6	33,863	7.6	26,192	7.8	33,423	7.8	31,305	7.6	32,801	7.6
Grade 11	34,688	7.0	31,282	7.0	24,046	7.1	30,905	7.2	28,961	7.0	30,372	7.1
Grade 12	28,998	5.9	26,484	5.9	20,619	6.1	26,440	6.2	24,852	6.0	25,831	6.0
Ungraded	3,557	0.7	3,203	0.7	2,529	0.7	3,180	0.7	2,990	0.7	3,120	0.7
Total	494,437	100.0	445,793	100.0	337,471	100.0	426,824	100.0	412,991	100.0	430,908	100.0
SOUTH AUSTRALIA												
Pre-Grade 1	16,033	9.5	13,811	9.0	6,984	6.5	9,038	6.6	8,305	6.3	8,847	6.4
Grade 1	11,962	7.1	10,902	7.1	8,186	7.6	10,316	7.6	9,835	7.4	10,328	7.4
Grade 2	12,284	7.3	11,246	7.4	8,363	7.8	10,578	7.8	10,161	7.7	10,638	7.6
Grade 3	11,936	7.1	10,917	7.1	8,001	7.5	9,465	6.9	9,847	7.4	10,313	7.4
Grade 4	12,216	7.2	11,260	7.4	7,664	7.1	8,328	6.1	10,192	7.7	10,648	7.6
Grade 5	12,130	7.2	11,142	7.3	8,479	7.9	10,549	7.7	10,124	7.6	10,551	7.6
Grade 6	12,383	7.3	11,435	7.5	8,569	8.0	10,755	7.9	10,387	7.8	10,886	7.8
Grade 7	12,415	7.4	11,521	7.5	8,708	8.1	10,882	8.0	10,410	7.8	10,893	7.8
Ungraded primary	2,848	1.7	2,479	1.6	1,695	1.6	2,018	1.5	1,929	1.5	2,018	1.5
Grade 8 (secondary)	11,465	6.8	10,610	6.9	7,969	7.4	9,942	7.3	9,561	7.2	9,969	7.2
Grade 9	11,710	6.9	10,764	7.0	8,006	7.5	10,091	7.4	9,689	7.3	10,169	7.3
Grade 10	12,423	7.4	11,180	7.3	8,390	7.8	10,565	7.8	10,061	7.6	10,551	7.6
Grade 11	14,436	8.6	12,784	8.4	8,297	7.7	11,865	8.7	11,157	8.4	11,783	8.5
Grade 12	10,687	6.3	9,681	6.3	6,554	6.1	9,230	6.8	8,690	6.6	9,242	6.6
Ungraded secondary	3,576	2.1	3,125	2.0	1,446	1.3	2,610	1.9	2,383	1.8	2,514	1.8
Total	168,504	100.0	152,857	100.0	107,311	100.0	136,232	100.0	132,731	100.0	139,350	100.0
(a) Students with an enrolment record in 2011.												

A 1.2 Grade, by linkage standard and jurisdiction, 2011 (a) – School enrolment information (continued)

Grade	Enrolments			Probabilistic			Deterministic																	
				Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)			Bronze (high)			Bronze (low)		
	no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%	
TASMANIA																								
Pre-Grade 1	4,763	8.0		4,241	8.0		3,492	8.1		4,361	8.3		4,026	8.0		4,261	8.1		3,454	7.9		3,921	8.0	
Grade 1	4,390	7.4		3,985	7.5		3,243	7.5		4,010	7.6		3,728	7.4		3,901	7.4		3,253	7.4		3,630	7.4	
Grade 2	4,420	7.4		3,995	7.5		3,312	7.7		3,985	7.6		3,745	7.5		3,921	7.4		3,312	7.5		3,664	7.5	
Grade 3	4,630	7.8		4,197	7.9		3,372	7.8		3,648	6.9		3,963	7.9		4,129	7.8		3,479	7.9		3,822	7.8	
Grade 4	4,461	7.5		4,064	7.6		3,247	7.6		3,704	7.0		3,838	7.7		4,001	7.6		3,374	7.7		3,721	7.6	
Grade 5	4,819	8.1		4,402	8.3		3,633	8.5		4,359	8.3		4,127	8.2		4,327	8.2		3,629	8.3		4,022	8.2	
Grade 6	4,840	8.1		4,406	8.3		3,635	8.5		4,407	8.4		4,158	8.3		4,334	8.2		3,647	8.3		4,028	8.2	
Grade 7 (secondary)	4,263	7.2		3,885	7.3		3,179	7.4		3,872	7.4		3,634	7.2		3,794	7.2		3,201	7.3		3,515	7.2	
Grade 8	4,272	7.2		3,850	7.2		3,200	7.4		3,877	7.4		3,645	7.3		3,797	7.2		3,209	7.3		3,537	7.2	
Grade 9	4,519	7.6		4,037	7.6		3,300	7.7		4,083	7.8		3,787	7.6		3,973	7.5		3,327	7.6		3,710	7.6	
Grade 10	4,688	7.9		4,171	7.8		3,413	7.9		4,196	8.0		3,928	7.8		4,122	7.8		3,460	7.9		3,858	7.9	
Grade 11	4,860	8.2		4,144	7.8		3,323	7.7		4,176	7.9		3,948	7.9		4,184	7.9		3,471	7.9		3,875	7.9	
Grade 12	4,595	7.7		3,814	7.2		2,636	6.1		3,959	7.5		3,661	7.3		3,963	7.5		3,156	7.2		3,660	7.5	
Total	59,520	100.0		53,191	100.0		42,985	100.0		52,637	100.0		50,188	100.0		52,707	100.0		43,972	100.0		48,963	100.0	
NORTHERN TERRITORY																								
Pre-Grade 1	2,796	9.6		2,179	9.6		1,497	9.6		2,347	10.6		1,858	9.6		2,005	9.7		1,502	9.4		1,750	9.6	
Grade 1	2,577	8.9		1,993	8.8		1,387	8.9		2,036	9.2		1,705	8.8		1,828	8.8		1,394	8.7		1,606	8.8	
Grade 2	2,542	8.8		1,957	8.7		1,339	8.6		1,982	8.9		1,658	8.5		1,765	8.5		1,347	8.4		1,549	8.5	
Grade 3	2,720	9.4		2,095	9.3		1,424	9.1		1,987	8.9		1,768	9.1		1,867	9.0		1,449	9.1		1,621	8.8	
Grade 4	2,658	9.2		2,075	9.2		1,257	8.1		1,388	6.2		1,743	9.0		1,850	8.9		1,420	8.9		1,624	8.9	
Grade 5	2,584	8.9		1,987	8.8		1,384	8.9		1,977	8.9		1,707	8.8		1,813	8.7		1,396	8.7		1,588	8.7	
Grade 6	2,470	8.5		1,896	8.4		1,322	8.5		1,878	8.5		1,630	8.4		1,730	8.3		1,340	8.4		1,516	8.3	
Grade 7	1,986	6.8		1,531	6.8		1,061	6.8		1,531	6.9		1,323	6.8		1,396	6.7		1,085	6.8		1,222	6.7	
Grade 8 (secondary)	1,994	6.9		1,540	6.8		1,060	6.8		1,571	7.1		1,339	6.9		1,429	6.9		1,089	6.8		1,253	6.8	
Grade 9	1,802	6.2		1,414	6.3		988	6.3		1,456	6.6		1,219	6.3		1,311	6.3		1,017	6.4		1,182	6.5	
Grade 10	1,807	6.2		1,440	6.4		1,051	6.7		1,476	6.6		1,258	6.5		1,345	6.5		1,089	6.8		1,237	6.8	
Grade 11	1,758	6.1		1,406	6.2		972	6.2		1,426	6.4		1,232	6.3		1,357	6.5		1,008	6.3		1,193	6.5	
Grade 12	1,242	4.3		1,053	4.7		802	5.1		1,091	4.9		967	5.0		1,018	4.9		836	5.2		941	5.1	
Ungraded	76	0.3		58	0.3		47	0.3		64	0.3		47	0.2		53	0.3		45	0.3		51	0.3	
Total	29,012	100.0		22,624	100.0		15,591	100.0		22,210	100.0		19,454	100.0		20,767	100.0		16,017	100.0		18,333	100.0	

(a) Students with an enrolment record in 2011.

A 1.3 Remoteness (a), by linkage standard and jurisdiction – School enrolment information

Remoteness	Probabilistic						Deterministic					
	Enrolments			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND												
Major Cities	327,297	57.8	283,946	56.9	212,791	59.5	271,798	58.9	257,690	56.9	271,581	56.9
Inner Regional	125,084	22.1	108,777	21.8	79,930	22.3	102,778	22.3	100,820	22.3	105,508	22.1
Outer Regional	92,853	16.4	77,952	15.6	54,619	15.3	72,158	15.6	71,153	15.7	75,086	15.7
Remote	10,528	1.9	8,434	1.7	5,362	1.5	7,628	1.7	7,774	1.7	8,173	1.7
Very Remote	9,262	1.6	7,213	1.4	4,419	1.2	6,533	1.4	6,443	1.4	6,703	1.4
Not in scope (b)	1,033	0.2	12,579	2.5	552	0.2	884	0.2	8,766	1.9	10,228	2.1
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0
SOUTH AUSTRALIA												
Major Cities	129,906	66.7	110,561	63.6	84,535	70.5	111,177	70.5	101,269	67.1	107,208	67.1
Inner Regional	20,373	10.5	17,433	10.0	12,607	10.5	16,955	10.8	15,879	10.5	16,753	10.5
Outer Regional	35,429	18.2	24,174	13.9	17,750	14.8	22,785	14.5	22,307	14.8	23,342	14.6
Remote	6,329	3.2	5,392	3.1	3,921	3.3	5,006	3.2	4,922	3.3	5,179	3.2
Very Remote	2,477	1.3	1,626	0.9	1,033	0.9	1,476	0.9	1,371	0.9	1,463	0.9
Not in scope(b)	252	0.1	14,773	8.5	116	0.1	200	0.1	5,133	3.4	5,755	3.6
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0
TASMANIA												
Major Cities	42,893	62.7	36,670	61.7	30,039	63.5	38,024	63.7	34,813	61.9	36,718	61.8
Inner Regional	24,154	35.3	20,442	34.4	16,421	34.7	20,613	34.5	19,392	34.5	20,445	34.4
Outer Regional	1,023	1.5	844	1.4	658	1.4	813	1.4	805	1.4	845	1.4
Remote	289	0.4	241	0.4	186	0.4	221	0.4	229	0.4	238	0.4
Very Remote	34	–	1,193	2.0	13	–	29	–	1,021	1.8	1,216	2.0
Not in scope (b)	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0
Total	134,786	100.0	113,717	100.0	94,532	100.0	127,397	100.0	121,571	100.0	124,627	100.0
NORTHERN TERRITORY												
Major Cities	18,772	53.2	15,469	57.5	11,573	63.9	15,356	57.7	13,827	60.7	14,779	60.1
Inner Regional	6,122	17.4	4,606	17.1	2,852	15.8	4,309	16.2	3,900	17.1	4,373	17.8
Outer Regional	10,340	29.3	6,798	25.3	3,655	20.2	6,894	25.9	5,030	22.1	5,410	22.0
Remote	38	0.1	37	0.1	21	0.1	33	0.1	32	0.1	37	0.1
Very Remote	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0
Not in scope(b)	32	0.1	32	0.1	24	0.1	32	0.1	24	0.1	32	0.1
Total	78,554	100.0	57,125	100.0	40,181	100.0	69,074	100.0	59,375	100.0	65,045	100.0

.. not applicable

– nil or rounded to zero (including null cells)

(a) Remoteness is based on the student's residential address on the enrolment record.

(b) Students who had a residential address on their enrolment record that was outside of the jurisdiction in which they were enrolled, and students without a valid residential address.

A 1.4 SEIFA (IRSAD deciles)(a), by linkage standard and jurisdiction – School enrolment information

SEIFA (IRSAD deciles)	Enrolments			Probabilistic			Deterministic											
				Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%

QUEENSLAND																		
10 (Highest)	37,441	6.6	34,446	6.9	25,800	7.2	32,852	7.1	31,362	6.9	33,010	6.9	26,381	7.2	29,952	7.1	29,952	7.1
9	42,377	7.5	38,840	7.8	29,577	8.3	37,717	8.2	35,554	7.9	37,251	7.8	30,288	8.2	33,876	8.0	33,876	8.0
8	50,178	8.9	45,012	9.0	33,057	9.2	42,759	9.3	40,793	9.0	42,999	9.0	33,916	9.2	38,717	9.1	38,717	9.1
7	56,254	9.9	50,267	10.1	36,865	10.3	47,541	10.3	45,494	10.1	48,063	10.1	37,806	10.3	43,114	10.2	43,114	10.2
6	58,684	10.4	52,324	10.5	38,338	10.7	49,451	10.7	47,482	10.5	50,115	10.5	39,403	10.7	45,089	10.6	45,089	10.6
5	57,718	10.2	51,134	10.2	37,160	10.4	47,866	10.4	46,454	10.3	48,950	10.3	38,209	10.4	43,772	10.3	43,772	10.3
4	61,959	10.9	54,467	10.9	38,524	10.8	49,635	10.7	49,513	10.9	52,237	10.9	39,710	10.8	46,137	10.9	46,137	10.9
3	64,808	11.4	56,456	11.3	39,717	11.1	51,517	11.2	51,219	11.3	53,968	11.3	40,950	11.1	47,467	11.2	47,467	11.2
2	65,365	11.5	56,425	11.3	39,707	11.1	50,913	11.0	51,402	11.4	54,235	11.4	41,143	11.2	47,963	11.3	47,963	11.3
1 (Lowest)	68,513	12.1	57,540	11.5	38,817	10.9	51,287	11.1	52,002	11.5	54,798	11.5	40,109	10.9	47,208	11.1	47,208	11.1
Missing (b)	2,760	0.5	1,990	0.4	111	–	241	0.1	1,371	0.3	1,653	0.3	248	0.1	986	0.2	986	0.2
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0	424,281	100.0

SOUTH AUSTRALIA																		
10 (Highest)	4,712	2.4	4,334	2.5	3,180	2.7	4,216	2.7	3,880	2.6	4,149	2.6	3,328	2.6	3,836	2.6	3,836	2.6
9	10,863	5.6	9,970	5.7	7,326	6.1	9,536	6.1	8,947	5.9	9,483	5.9	7,694	6.0	8,748	6.0	8,748	6.0
8	14,623	7.5	13,314	7.7	9,518	7.9	12,548	8.0	11,847	7.9	12,618	7.9	10,080	7.9	11,617	7.9	11,617	7.9
7	15,156	7.8	13,925	8.0	9,905	8.3	12,780	8.1	12,200	8.1	12,833	8.0	10,428	8.1	11,802	8.1	11,802	8.1
6	17,393	8.9	15,916	9.1	11,466	9.6	14,866	9.4	14,373	9.5	15,186	9.5	12,170	9.5	13,938	9.5	13,938	9.5
5	25,704	13.2	22,174	12.7	12,283	10.2	16,051	10.2	15,359	10.2	16,245	10.2	13,045	10.2	14,881	10.2	14,881	10.2
4	21,653	11.1	19,635	11.3	14,006	11.7	18,253	11.6	17,606	11.7	18,612	11.7	14,914	11.7	17,035	11.6	17,035	11.6
3	26,838	13.8	24,006	13.8	16,871	14.1	22,099	14.0	21,385	14.2	22,586	14.1	18,052	14.1	20,683	14.1	20,683	14.1
2	24,859	12.8	22,114	12.7	15,732	13.1	20,740	13.2	19,833	13.1	21,056	13.2	16,852	13.2	19,327	13.2	19,327	13.2
1 (Lowest)	32,842	16.9	28,482	16.4	19,663	16.4	26,487	16.8	25,390	16.8	26,855	16.8	21,408	16.7	24,463	16.7	24,463	16.7
Missing (b)	123	0.1	89	0.1	12	–	23	–	61	–	77	–	22	–	53	–	53	–
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0	146,383	100.0

– nil or rounded to zero (including null cells)

(a) SEIFA is based on the student's residential address on the enrolment record.

(b) Missing data is due to no SEIFA data being available for the student's SA1, or because the student had no residential address data on the enrolment records.

A 1.4 SEIFA (IRSAD deciles)(a), by linkage standard and jurisdiction – School enrolment information (continued)

SEIFA (IRSAD deciles)	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	%	no.	%	%	no.	%	%	no.	%
TASMANIA															
10 (Highest)	267	0.4	245	0.4	203	0.4	0.4	247	0.4	230	0.4	241	0.4	210	0.4
9	1,924	2.8	1,705	2.9	1,416	3.0	1,633	1,777	3.0	1,633	2.9	1,733	2.9	1,449	3.0
8	3,681	5.4	3,226	5.4	2,661	5.6	3,066	3,358	5.6	3,066	5.4	3,268	5.5	2,723	5.5
7	3,731	5.5	3,305	5.6	2,692	5.7	3,132	3,408	5.7	3,132	5.6	3,303	5.6	2,778	5.7
6	5,515	8.1	4,833	8.1	3,914	8.3	4,579	4,935	8.3	4,579	8.1	4,857	8.2	4,025	8.2
5	7,234	10.6	6,407	10.8	5,108	10.8	6,034	6,486	10.9	6,034	10.7	6,384	10.7	5,241	10.7
4	8,661	12.7	7,588	12.8	6,015	12.7	7,194	7,604	12.7	7,194	12.8	7,575	12.7	6,243	12.7
3	9,402	13.7	8,281	13.9	6,633	14.0	8,219	8,219	13.8	7,872	14.0	8,285	13.9	6,854	14.0
2	10,951	16.0	9,454	15.9	7,463	15.8	9,312	9,312	15.6	8,930	15.9	9,426	15.9	7,810	15.9
1 (Lowest)	16,976	24.8	14,304	24.1	11,188	23.6	14,321	14,321	24.0	13,556	24.1	14,351	24.1	11,755	23.9
Missing (b)	51	0.1	42	0.1	24	0.1	33	33	0.1	34	0.1	39	0.1	26	0.1
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0
NORTHERN TERRITORY															
10 (Highest)	2,036	5.8	1,795	6.7	1,394	7.7	1,822	1,822	6.9	1,645	7.2	1,732	7.0	1,437	7.7
9	2,386	6.8	2,074	7.7	1,601	8.8	2,053	2,053	7.7	1,880	8.2	1,983	8.1	1,650	8.8
8	3,455	9.8	2,920	10.9	2,109	11.7	2,828	2,828	10.6	2,611	11.5	2,798	11.4	2,187	11.7
7	4,650	13.2	3,742	13.9	2,494	13.8	3,446	3,446	13.0	3,228	14.2	3,506	14.3	2,652	14.2
6	4,018	11.4	3,272	12.2	2,272	12.6	3,173	3,173	11.9	2,865	12.6	3,104	12.6	2,368	12.7
5	3,126	8.9	2,463	9.2	1,749	9.7	2,427	2,427	9.1	2,164	9.5	2,363	9.6	1,837	9.8
4	2,655	7.5	2,035	7.6	1,470	8.1	1,997	1,997	7.5	1,789	7.9	1,937	7.9	1,521	8.1
3	1,829	5.2	1,429	5.3	998	5.5	1,371	1,371	5.2	1,254	5.5	1,335	5.4	1,054	5.6
2	1,855	5.3	1,304	4.8	750	4.1	1,112	1,112	4.2	1,063	4.7	1,193	4.8	808	4.3
1 (Lowest)	9,055	25.7	5,762	21.4	3,240	17.9	6,304	6,304	23.7	4,224	18.5	4,565	18.6	3,128	16.7
Missing (b)	207	0.6	114	0.4	24	0.1	59	59	0.2	66	0.3	83	0.3	44	0.2
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0

– nil or rounded to zero (including null cells)

(a) SEIFA is based on the student's residential address on the enrolment record.

(b) Missing data is due to no SEIFA data being available for the student's SA1, or because the student had no residential address data on the enrolment records.

A 1.5 Indigenous status(a), by linkage standard and jurisdiction – School enrolment information

Indigenous status	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%		no.	%		no.	%		no.	%		no.	%	
QUEENSLAND															
Indigenous															
Aboriginal	36,497	6.4	28,740	5.8	19,486	5.4	27,646	6.0	25,701	5.7	27,582	5.8	20,049	5.5	23,952
Torres Strait Islander	6,257	1.1	5,037	1.0	3,212	0.9	4,515	1.0	4,478	1.0	4,749	1.0	3,390	0.9	3,984
Aboriginal & Torres Strait Islander	5,514	1.0	4,307	0.9	2,932	0.8	4,118	0.9	3,902	0.9	4,173	0.9	3,059	0.8	3,644
Total	48,268	8.5	38,084	7.6	25,630	7.2	36,279	7.9	34,081	7.5	36,504	7.7	26,498	7.2	31,580
Non-Indigenous	517,459	91.4	460,563	92.3	331,880	92.8	425,245	92.1	418,352	92.4	440,541	92.3	341,499	92.8	392,497
Not stated	330	0.1	254	0.1	163	-	255	0.1	213	0.1	234	0.1	166	0.1	204
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281
SOUTH AUSTRALIA															
Indigenous															
Aboriginal	9,682	5.0	7,199	4.1	4,550	3.8	6,742	4.3	5,897	3.9	6,530	4.1	4,747	3.7	5,830
Torres Strait Islander	151	0.1	125	0.1	77	0.1	102	0.1	93	0.1	103	0.1	80	0.1	97
Aboriginal & Torres Strait Islander	78	-	66	-	48	-	63	-	62	-	64	-	51	-	56
Total	9,911	5.1	7,390	4.2	4,675	3.9	6,907	4.4	6,052	4.0	6,697	4.2	4,878	3.8	5,983
Non-Indigenous	184,855	94.9	166,569	95.8	115,287	96.1	150,692	95.6	144,829	96.0	153,003	95.8	123,115	96.2	140,400
Not stated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383
TASMANIA															
Indigenous															
Aboriginal	4,946	7.2	4,102	6.9	3,187	6.7	4,141	6.9	3,840	6.8	4,116	6.9	3,281	6.7	3,786
Torres Strait Islander	175	0.3	135	0.2	109	0.2	149	0.2	133	0.2	140	0.2	110	0.2	122
Aboriginal & Torres Strait Islander	409	0.6	324	0.5	249	0.5	331	0.6	315	0.6	333	0.6	254	0.5	290
Total	5,530	8.1	4,561	7.7	3,545	7.5	4,621	7.7	4,288	7.6	4,589	7.7	3,645	7.4	4,198
Non-Indigenous	58,660	85.8	51,549	86.8	41,401	87.5	51,619	86.5	48,858	86.8	51,523	86.7	42,794	87.1	47,918
Not stated	4,203	6.1	3,280	5.5	2,371	5.0	3,460	5.8	3,114	5.5	3,350	5.6	2,675	5.5	3,079
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195
NORTHERN TERRITORY															
Indigenous															
Aboriginal	14,438	40.9	9,245	34.4	5,031	27.8	9,482	35.7	6,966	30.6	7,760	31.6	5,094	27.3	6,368
Torres Strait Islander	95	0.3	76	0.3	64	0.4	76	0.3	72	0.3	74	0.3	66	0.4	71
Aboriginal & Torres Strait Islander	968	2.7	694	2.6	496	2.7	698	2.6	604	2.7	682	2.8	513	2.8	625
Total	15,501	43.9	10,015	37.2	5,591	30.9	10,256	38.6	7,642	33.5	8,516	34.6	5,673	30.4	7,064
Non-Indigenous	19,606	55.6	16,752	62.3	12,424	68.6	16,212	61.0	15,028	65.9	15,951	64.8	12,923	69.2	14,586
Not stated	165	0.5	143	0.5	86	0.5	124	0.5	119	0.5	132	0.5	90	0.5	115
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765

- nil or rounded to zero (including null cells)

(a) Indigenous status is based on home school/most recent value in the school enrolments datasets.

A 1.6 Country of birth (selected countries), by linkage standard and jurisdiction – School enrolment information

Country of birth	Probabilistic				Deterministic											
	Enrolments		Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)		Bronze (high)		Bronze (low)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND																
Australia	445,212	78.7	400,049	80.2	300,110	83.9	382,291	82.8	370,215	81.8	386,774	81.0	308,792	83.9	347,691	81.9
Selected overseas																
New Zealand	21,560	3.8	18,343	3.7	14,448	4.0	18,700	4.0	16,913	3.7	17,788	3.7	14,813	4.0	16,294	3.8
England	7,277	1.3	6,784	1.4	5,576	1.6	6,715	1.5	6,351	1.4	6,583	1.4	5,668	1.5	6,119	1.4
South Africa	3,020	0.5	2,876	0.6	2,292	0.6	2,741	0.6	2,685	0.6	2,761	0.6	2,392	0.6	2,573	0.6
Philippines	2,822	0.5	2,573	0.5	2,061	0.6	2,457	0.5	2,424	0.5	2,506	0.5	2,156	0.6	2,310	0.5
India	1,533	0.3	1,425	0.3	1,164	0.3	1,352	0.3	1,334	0.3	1,377	0.3	1,211	0.3	1,289	0.3
Total overseas	61,636	10.9	54,027	10.8	42,793	12.0	53,851	11.7	49,766	11.0	52,188	10.9	43,749	11.9	48,023	11.3
Not provided/inadequately described	59,209	10.5	44,825	9.0	14,770	4.1	25,637	5.6	32,665	7.2	38,317	8.0	15,622	4.2	28,567	6.7
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0
SOUTH AUSTRALIA																
Australia	169,497	87.0	152,693	87.8	105,852	88.2	137,548	87.3	133,216	88.3	140,696	88.1	112,016	87.5	128,466	87.8
Selected overseas																
England	2,823	1.4	2,594	1.5	1,885	1.6	2,476	1.6	2,318	1.5	2,440	1.5	2,116	1.7	2,311	1.6
China (exc.SARs and Taiwan)	1,860	1.0	1,385	0.8	773	0.6	1,360	0.9	1,013	0.8	1,196	0.8	894	0.9	1,124	0.8
India	1,830	0.9	1,650	0.9	1,240	1.0	1,463	0.9	1,401	0.7	1,458	0.7	1,312	0.7	1,395	0.8
U.K., Channel Is., Isle of Man, nfd	1,533	0.8	1,385	0.8	1,024	0.9	1,315	0.8	1,218	0.9	1,277	0.9	1,091	1.0	1,199	1.0
Philippines	1,152	0.6	1,038	0.6	755	0.6	929	0.6	904	0.6	935	0.6	813	0.6	875	0.6
Total overseas	25,269	13.0	21,266	12.2	14,110	11.8	20,051	12.7	17,665	11.7	19,004	11.9	15,977	12.5	17,917	12.2
Not provided/inadequately described	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0
nil or rounded to zero (including null cells)																

A 1.6 Country of birth (selected countries), by linkage standard and jurisdiction – School enrolment information (continued)

Country of birth	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%		no.	%		no.	%		no.	%		no.	%	
TASMANIA															
Australia	59,239	86.6		52,061	87.7		41,745	88.2		51,924	87.0		49,308	87.6	
Selected overseas															
New Zealand	291	0.4		249	0.4		202	0.4		246	0.4		237	0.4	
New Caledonia	275	0.4		217	0.4		176	0.4		224	0.4		205	0.4	
U.K., Channel Is., Isle of Man, nfd	128	0.2		112	0.2		87	0.2		119	0.2		106	0.2	
Western Sahara	113	0.2		106	0.2		84	0.2		101	0.2		98	0.2	
Mongolia	107	0.2		95	0.2		74	0.2		91	0.2		86	0.2	
Total overseas	3,556	5.2		2,908	4.9		2,285	4.8		3,074	5.1		2,744	4.9	
Not provided/inadequately described	5,598	8.2		4,421	7.4		3,287	6.9		4,702	7.9		4,208	7.5	
Total	68,393	100.0		59,390	100.0		47,317	100.0		59,700	100.0		56,260	100.0	
NORTHERN TERRITORY															
Australia	29,514	83.7		22,460	83.5		14,899	82.3		22,122	83.2		18,888	82.9	
Selected overseas															
Australia (inc. Ext. Territories, nfd)	601	1.7		489	1.8		357	2.0		478	1.8		443	1.9	
Philippines	595	1.7		514	1.9		437	2.4		510	1.9		488	2.1	
New Zealand	247	0.7		178	0.7		120	0.7		187	0.7		150	0.7	
China (exc. SARs and Taiwan)	156	0.4		132	0.5		106	0.6		134	0.5		118	0.5	
Thailand	136	0.4		108	0.4		78	0.4		110	0.4		98	0.4	
India	134	0.4		121	0.4		97	0.5		116	0.4		110	0.5	
Total overseas	2,990	8.5		2,406	8.9		1,888	10.4		2,431	9.1		2,629	11.5	
Not provided/inadequately described	2,167	6.1		1,555	5.8		957	5.3		1,561	5.9		1,272	5.6	
Total	35,272	100.0		26,910	100.0		18,101	100.0		26,592	100.0		22,789	100.0	

– nil or rounded to zero (including null cells)

A 1.7 Main language spoken at home (selected languages), by linkage standard and jurisdiction – School enrolment information

Language	Probabilistic						Deterministic																		
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)			Bronze (high)			Bronze (low)			
	no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		
	QUEENSLAND																								
English	528,498	93.4		465,909	93.4		332,144	92.9		429,837	93.1	422,571	93.4	445,855	93.4	342,239	93.0		395,732	93.3					
Other languages																									
Vietnamese	2,791	0.5		2,561	0.5		2,105	0.6		2,505	0.5	2,356	0.5	2,443	0.5	2,152	0.6		2,301	0.5					
Samoan	2,632	0.5		2,228	0.4		1,862	0.5		2,267	0.5	2,073	0.5	2,166	0.5	1,868	0.5		2,028	0.5					
Mandarin	2,168	0.4		1,970	0.4		1,477	0.4		1,872	0.4	1,477	0.4	1,872	0.4	1,494	0.4		1,657	0.4					
Yumplatok (Torres Strait Creole)	1,812	0.3		1,416	0.3		780	0.2		1,235	0.3	1,219	0.3	1,279	0.3	840	0.2		1,002	0.2					
Aust. Indigenous Languages, nfd	1,665	0.3		1,364	0.3		812	0.2		1,308	0.3	1,231	0.3	1,278	0.3	828	0.2		1,003	0.2					
Total languages other than English	36,274	6.4		31,916	6.4		24,730	6.9		30,892	6.7	29,112	6.4	30,402	6.4	25,121	6.8		27,635	6.5					
Not provided/inadequately described	1285	0.2		1,076	0.2		799	0.2		1,050	0.2	963	0.2	1,022	0.2	803	0.2		914	0.2					
Total	566,057	100.0		498,901	100.0		357,673	100.0		461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0		424,281	100.0					
SOUTH AUSTRALIA																									
English (a)	4,656	2.4		4,133	2.4		3,092	2.6		3,907	2.5	3,628	2.4	3,847	2.4	3,176	2.5		3,575	2.4					
Other languages																									
Vietnamese	1,436	0.7		1,264	0.7		919	0.8		1,223	0.8	1,083	0.7	1,151	0.7	1,012	0.8		1,105	0.8					
Aust. Indigenous Languages, nfd	1,211	0.6		918	0.5		642	0.5		898	0.6	810	0.5	876	0.5	651	0.5		779	0.5					
Arabic	895	0.5		732	0.4		482	0.4		679	0.4	576	0.4	619	0.4	515	0.4		589	0.4					
Chinese, nfd	846	0.4		703	0.4		445	0.4		683	0.4	558	0.4	629	0.4	485	0.4		587	0.4					
Dari	818	0.4		704	0.4		460	0.4		636	0.4	566	0.4	607	0.4	504	0.4		564	0.4					
Total languages other than English	19,701	10.1		16,652	9.6		11,646	9.7		15,521	9.8	13,857	9.2	14,809	9.3	12,439	9.7		13,913	9.5					
Not provided/inadequately described	170,409	87.5		153,174	88.1		105,224	87.7		138,171	87.7	133,396	88.4	141,044	88.3	112,378	87.8		128,895	88.1					
Total	194,766	100.0		173,959	100.0		119,962	100.0		157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0		146,383	100.0					

– nil or rounded to zero (including null cells)

(a) In South Australia, the school enrolment form is designed to collect Main language other than English. As a result, Main language spoken at home is missing for most students and only a small proportion of students identified English as the Main language spoken at home.

A 1.7 Main language spoken at home (selected languages), by linkage standard and jurisdiction – School enrolment information (continued)

Language	Probabilistic						Deterministic																		
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)			Bronze (high)			Bronze (low)			
	no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		
TASMANIA																									
English	60,798	88.9		53,413	89.9		42,826	90.5		53,260	89.2		50,617	90.0		53,365	89.7		44,182	90.0		49,526	89.7		
Other languages																									
Nepali	204	0.3		194	0.3		159	0.3		192	0.3		189	0.3		191	0.3		173	0.4		180	0.3		
German	135	0.2		93	0.2		65	0.1		106	0.2		82	0.1		96	0.2		66	0.1		87	0.2		
Arabic	127	0.2		105	0.2		76	0.2		107	0.2		89	0.2		102	0.2		78	0.2		97	0.2		
Chinese, nfd	126	0.2		74	0.1		56	0.1		101	0.2		68	0.1		82	0.1		57	0.1		72	0.1		
Korean	114	0.2		64	0.1		46	0.1		90	0.2		58	0.1		72	0.1		51	0.1		68	0.1		
Total languages other than English	2,498	3.7		1,972	3.3		1,546	3.3		2,136	3.6		1,830	3.3		1,978	3.3		1,608	3.3		1,834	3.3		
Not provided/inadequately described	5,097	7.5		4,005	6.7		2,945	6.2		4304	7.2		3,813	6.8		4,119	6.9		3,324	6.8		3,835	6.9		
Total	68,393	100.0		59,390	100.0		47,317	100.0		59,700	100.0		56,260	100.0		59,462	100.0		49,114	100.0		55,195	100.0		
NORTHERN TERRITORY																									
English	14,900	42.2		12,416	46.1		8,851	48.9		11,868	44.6		10,983	48.2		11,765	47.8		9,274	49.6		10,674	49.0		
Other languages																									
Aust. Indigenous Languages, nfd	1,860	5.3		1,095	4.1		499	2.8		1,026	3.9		793	3.5		933	3.8		521	2.8		755	3.5		
Kriol	1,471	4.2		995	3.7		524	2.9		947	3.6		709	3.1		773	3.1		508	2.7		599	2.8		
Djambarrpuyngu	1,181	3.3		638	2.4		536	3.0		964	3.6		552	2.4		579	2.4		491	2.6		530	2.4		
Greek	568	1.6		455	1.7		363	2.0		465	1.7		416	1.8		440	1.8		367	2.0		406	1.9		
Arrernte	546	1.5		348	1.3		162	0.9		345	1.3		243	1.1		280	1.1		176	0.9		225	1.0		
Total languages other than English	13,365	37.9		8,980	33.4		5,382	29.7		9,225	34.7		6,966	30.6		7,580	30.8		5,396	28.9		6,359	29.2		
Not provided/inadequately described	7,007	19.9		5,514	20.5		3,868	21.4		5,499	20.7		4,840	21.2		5,254	21.4		4,016	21.5		4,732	21.7		
Total	35,272	100.0		26,910	100.0		18,101	100.0		26,592	100.0		22,789	100.0		24,599	100.0		18,686	100.0		21,765	100.0		

– nil or rounded to zero (including null cells)

(a) In South Australia, the school enrolment form is designed to collect Main language other than English. As a result, Main language spoken at home is missing for most students and only a small proportion of students identified English as the Main language spoken at home.

A 2.1 Male parent / caregiver school educational attainment, by jurisdiction and linkage standard – School enrolment information

School educational attainment	Probabilistic				Deterministic											
	Enrolments		Gold		Bronze (high)			Bronze (low)			SLK (high)			SLK (low)		
	no.	%	no.	%	no.	%	no.	no.	%	no.	no.	%	no.	no.	%	%
QUEENSLAND																
Year 12 or equivalent	179,116	31.6	164,786	33.0	126,702	35.4	157,523	34.1	152,889	33.8	159,180	33.4	130,281	35.4	144,785	34.1
Year 11 or equivalent	36,285	6.4	32,823	6.6	25,027	7.0	31,504	6.8	30,547	6.7	31,797	6.7	25,747	7.0	28,718	6.8
Year 10 or equivalent	109,950	19.4	99,725	20.0	75,281	21.0	94,841	20.5	92,759	20.5	96,647	20.2	77,294	21.0	87,000	20.5
Year 9 or equivalent or below	24,617	4.3	21,559	4.3	16,310	4.6	20,754	4.5	19,997	4.4	20,888	4.4	16,790	4.6	18,791	4.4
Not stated or unknown	100,440	17.7	88,106	17.7	65,610	18.3	86,207	18.7	80,599	17.8	84,931	17.8	67,192	18.3	76,384	18.0
Total students with a male parent	450,408	79.6	406,999	81.6	308,930	86.4	390,829	84.6	376,791	83.2	393,443	82.4	317,304	86.2	355,678	83.8
No male parent information	115,649	20.4	91,902	18.4	48,743	13.6	70,950	15.4	75,855	16.8	83,836	17.6	50,859	13.8	68,603	16.2
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0
SOUTH AUSTRALIA																
Year 12 or equivalent	60,513	31.1	54,888	31.6	39,460	32.9	49,870	31.6	48,173	31.9	50,778	31.8	41,175	32.2	46,702	31.9
Year 11 or equivalent	35,107	18.0	31,946	18.4	22,628	18.9	28,834	18.3	28,213	18.7	29,701	18.6	23,658	18.5	27,048	18.5
Year 10 or equivalent	26,677	13.7	24,149	13.9	17,219	14.4	21,903	13.9	21,372	14.2	22,469	14.1	18,031	14.1	20,548	14.0
Year 9 or equivalent or below	8,586	4.4	7,691	4.4	5,422	4.5	7,005	4.4	6,767	4.5	7,130	4.5	5,678	4.4	6,491	4.4
Not stated or unknown	33,235	17.1	28,960	16.6	19,124	15.9	26,231	16.6	24,566	16.3	26,222	16.4	20,859	16.3	24,078	16.4
Total students with a male parent	164,118	84.3	147,634	84.9	103,853	86.6	133,843	84.9	129,091	85.6	136,300	85.3	109,401	85.5	124,867	85.3
No male parent information	30,648	15.7	26,325	15.1	16,109	13.4	23,756	15.1	21,790	14.4	23,400	14.7	18,592	14.5	21,516	14.7
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0
TASMANIA																
Year 12 or equivalent	14,813	21.7	13,375	22.5	10,986	23.2	13,311	22.3	12,676	22.5	13,282	22.3	11,172	22.7	12,427	22.5
Year 11 or equivalent	4,246	6.2	3,756	6.3	3,061	6.5	3,762	6.3	3,549	6.3	3,734	6.3	3,112	6.3	3,471	6.3
Year 10 or equivalent	24,100	35.2	21,769	36.7	17,857	37.7	21,378	35.8	20,652	36.7	21,559	36.3	18,166	37.0	20,075	36.4
Year 9 or equivalent or below	4,478	6.5	3,914	6.6	3,191	6.7	3,887	6.5	3,673	6.5	3,872	6.5	3,235	6.6	3,605	6.5
Not stated or unknown	3,934	5.8	3,181	5.4	2,409	5.1	3,318	5.6	2,995	5.3	3,221	5.4	2,584	5.3	2,947	5.3
Total students with a male parent	51,571	75.4	45,995	77.4	37,504	79.3	45,656	76.5	43,545	77.4	45,668	76.8	38,269	77.9	42,525	77.0
No male parent information	16,822	24.6	13,395	22.6	9,813	20.7	14,044	23.5	12,715	22.6	13,794	23.2	10,845	22.1	12,670	23.0
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195	100.0
NORTHERN TERRITORY (a)																
Year 12 or equivalent	6,739	23.2	6,032	22.4	4,681	25.9	5,781	21.7	5,576	24.5	5,840	23.7	4,811	25.7	5,327	24.5
Year 11 or equivalent	2,449	8.4	2,120	7.9	1,627	9.0	2,077	7.8	1,924	8.4	2,019	8.2	1,677	9.0	1,861	8.6
Year 10 or equivalent	3,921	13.5	3,309	12.3	2,388	13.2	3,190	12.0	2,951	12.9	3,136	12.7	2,462	13.2	2,817	12.9
Year 9 or equivalent or below	2,071	7.1	1,585	5.9	1,017	5.6	1,495	5.6	1,317	5.8	1,412	5.7	1,048	5.6	1,237	5.7
Not stated or unknown	5,067	17.5	3,796	14.1	2,476	13.7	3,773	14.2	3,172	13.9	3,356	13.6	2,532	13.6	2,868	13.2
Total students with a male parent/ caregiver	20,247	69.8	16,842	62.6	12,189	67.3	16,316	61.4	14,940	65.6	15,763	64.1	12,530	67.1	14,110	64.8
No derived parent information (b)	8,765	24.8	5,782	21.5	3,402	18.8	5,894	22.2	4,514	19.8	5,004	20.3	3,487	18.7	4,223	19.4
No parent relationship data (c)	6,260	17.7	4,286	15.9	2,510	13.9	4,382	16.5	3,335	14.6	3,832	15.6	2,669	14.3	3,432	15.8
Total students	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765	100.0

(a) Data has been revised since April 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

(b) The student's record has parent / caregiver relationship information but parent information could not be derived.

(c) Student's parent / caregiver relationship information was not available.

A 2.2 Female parent / caregiver school educational attainment, by jurisdiction and linkage standard – School enrolment information

School educational attainment	Probabilistic			Deterministic																	
	Enrolments		Gold	Bronze (high)			Bronze (low)			SLK (high)			SLK (low)			Bronze (high)			Bronze (low)		
	no.	%		%	no.	%	%	no.	%	%	no.	%	%	no.	%	%	no.	%	%		
QUEENSLAND																					
Year 12 or equivalent	230,334	40.7	210,596	42.2	161,159	45.1	201,022	43.5	195,503	43.2	203,651	42.7	165,766	45.0	184,735	43.5					
Year 11 or equivalent	48,204	8.5	42,507	8.5	31,747	8.9	40,943	8.9	39,222	8.7	41,115	8.6	32,715	8.9	36,917	8.7					
Year 10 or equivalent	109,964	19.4	98,034	19.6	73,779	20.6	94,121	20.4	90,892	20.1	95,042	19.9	75,715	20.6	85,392	20.1					
Year 9 or equivalent or below	23,488	4.1	20,010	4.0	15,099	4.2	19,548	4.2	18,516	4.1	19,431	4.1	15,605	4.2	17,516	4.1					
Not stated or unknown	107,224	18.9	92,955	18.6	68,784	19.2	91,533	19.8	84,767	18.7	89,633	18.8	70,403	19.1	80,448	19.0					
Total students with a female parent	519,214	91.7	464,102	93.0	350,568	98.0	447,167	96.8	428,900	94.8	448,872	94.0	360,204	97.8	405,008	95.5					
No female parent information	46,843	8.3	34,799	7.0	7,105	2.0	14,612	3.2	23,746	5.2	28,407	6.0	7,959	2.2	19,273	4.5					
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0					
SOUTH AUSTRALIA																					
Year 12 or equivalent	73,261	37.6	66,337	38.1	47,196	39.3	59,961	38.0	58,017	38.5	61,212	38.3	49,309	38.5	56,138	38.4					
Year 11 or equivalent	41,230	21.2	37,294	21.4	26,570	22.1	33,907	21.5	32,949	21.8	34,727	21.7	27,849	21.8	31,820	21.7					
Year 10 or equivalent	28,321	14.5	25,402	14.6	17,931	14.9	23,079	14.6	22,311	14.8	23,487	14.7	18,858	14.7	21,471	14.7					
Year 9 or equivalent or below	9,394	4.8	8,264	4.8	5,890	4.9	7,680	4.9	7,211	4.8	7,664	4.8	6,167	4.8	7,036	4.8					
Not stated or unknown	31,194	16.0	26,833	15.4	16,551	13.8	23,977	15.2	22,057	14.6	23,656	14.8	18,790	14.7	21,755	14.9					
Total students with a female parent	183,400	94.2	164,130	94.3	114,138	95.1	148,604	94.3	142,545	94.5	150,746	94.4	120,973	94.5	138,220	94.4					
No female parent information	11,366	5.8	9,829	5.7	5,824	4.9	8,995	5.7	8,336	5.5	8,954	5.6	7,020	5.5	8,163	5.6					
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0					
TASMANIA																					
Year 12 or equivalent	19,733	28.9	17,699	29.8	14,481	30.6	17,574	29.4	16,771	29.8	17,613	29.6	14,773	30.1	16,449	29.8					
Year 11 or equivalent	7,546	11.0	6,745	11.4	5,421	11.5	6,601	11.1	6,377	11.3	6,671	11.2	5,556	11.3	6,177	11.2					
Year 10 or equivalent	23,830	34.8	21,322	35.9	17,499	37.0	21,106	35.4	20,142	35.8	21,130	35.5	17,738	36.1	19,691	35.7					
Year 9 or equivalent or below	3,607	5.3	3,004	5.1	2,463	5.2	3,060	5.1	2,845	5.1	3,005	5.1	2,472	5.0	2,760	5.0					
Not stated or unknown	3,433	5.0	2,658	4.5	1,785	3.8	2,887	4.8	2,492	4.4	2,717	4.6	2,140	4.4	2,505	4.5					
Total students with a female parent	58,149	85.0	51,428	86.6	41,649	88.0	51,228	85.8	48,627	86.4	51,136	86.0	42,679	86.9	47,582	86.2					
No female parent information	10,244	15.0	7,962	13.4	5,668	12.0	8,472	14.2	7,633	13.6	8,326	14.0	6,435	13.1	7,613	13.8					
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195	100.0					
NORTHERN TERRITORY (a)																					
Year 12 or equivalent	8,657	29.8	7,688	28.6	5,883	32.5	7,381	27.8	7,041	30.9	7,391	30.0	6,061	32.4	6,761	31.1					
Year 11 or equivalent	3,245	11.2	2,693	10.0	1,980	10.9	2,639	9.9	2,416	10.6	2,580	10.5	2,067	11.1	2,343	10.8					
Year 10 or equivalent	4,145	14.3	3,357	12.5	2,397	13.2	3,276	12.3	2,975	13.1	3,177	12.9	2,469	13.2	2,822	13.0					
Year 9 or equivalent or below	2,805	9.7	1,978	7.4	1,220	6.7	1,885	7.1	1,590	7.0	1,735	7.1	1,243	6.7	1,478	6.8					
Not stated or unknown	6,359	21.9	4,437	16.5	2,831	15.6	4,608	17.3	3,602	15.8	3,833	15.6	2,828	15.1	3,232	14.8					
Total students with a female parent/ caregiver	25,211	86.9	20,153	74.9	14,311	79.1	19,789	74.4	17,624	77.3	18,716	76.1	14,668	78.5	16,636	76.4					
No derived parent information (b)	3,801	10.8	2,471	9.2	1,280	7.1	2,421	9.1	1,830	8.0	2,051	8.3	1,349	7.2	1,697	7.8					
No parent relationship data (c)	6,260	17.7	4,286	15.9	2,510	13.9	4,382	16.5	3,335	14.6	3,832	15.6	2,669	14.3	3,432	15.8					
Total students	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765	100.0					

(a) Data has been revised since April 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

(b) The student's record has parent / caregiver relationship information but parent information could not be derived.

(c) Student's parent / caregiver relationship information was not available.

A 2.3 Male parent / caregiver level of non-school qualification, by jurisdiction and linkage standard – School enrolment information

Non-school qualification	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (low)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	%

QUEENSLAND															
Bachelor degree or above	58,865	10.4	54,877	11.0	42,763	12.0	52,448	11.4	50,915	11.2	52,960	11.1	43,890	11.9	48,529
Advanced diploma / Diploma	34,136	6.0	31,456	6.3	24,072	6.7	30,115	6.5	29,195	6.4	30,377	6.4	24,766	6.7	27,575
Certificate I-IV (inc. trade certificate)	134,331	23.7	122,707	24.6	93,379	26.1	117,143	25.4	114,077	25.2	118,752	24.9	95,940	26.1	107,235
No non-school qualification	77,954	13.8	70,161	14.1	52,985	14.8	66,206	14.3	65,290	14.4	68,039	14.3	54,594	14.8	61,274
Not stated / Unknown	145,122	25.6	127,798	25.6	95,731	26.8	124,917	27.1	117,314	25.9	123,315	25.8	98,114	26.6	111,065
Total students with a male parent	450,408	79.6	406,999	81.6	308,930	86.4	390,829	84.6	376,791	83.2	393,443	82.4	317,304	86.2	355,678
No male parent information	115,649	20.4	91,902	18.4	48,743	13.6	70,950	15.4	75,855	16.8	83,836	17.6	50,859	13.8	68,603
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281

SOUTH AUSTRALIA															
Bachelor degree or above	22,982	11.8	20,862	12.0	15,100	12.6	18,940	12.0	18,256	12.1	19,233	12.0	15,669	12.2	17,737
Advanced diploma / Diploma	13,404	6.9	12,147	7.0	8,770	7.3	11,148	7.1	10,744	7.1	11,320	7.1	9,166	7.2	10,413
Certificate I-IV (inc. trade certificate)	47,045	24.2	42,834	24.6	30,595	25.5	38,673	24.5	37,805	25.1	39,732	24.9	31,881	24.9	36,293
No non-school qualification	34,424	17.7	31,216	17.9	22,313	18.6	28,340	18.0	27,700	18.4	29,153	18.3	23,373	18.3	26,642
Not stated / Unknown	46,263	23.8	40,575	23.3	27,075	22.6	36,742	23.3	34,586	22.9	36,862	23.1	29,312	22.9	33,782
Total students with a male parent	164,118	84.3	147,634	84.9	103,853	86.6	133,843	84.9	129,091	85.6	136,300	85.3	109,401	85.5	124,867
No male parent information	30,648	15.7	26,325	15.1	16,109	13.4	23,756	15.1	21,790	14.4	23,400	14.7	18,592	14.5	21,516
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383

TASMANIA															
Bachelor degree or above	6,131	9.0	5,588	9.4	4,650	9.8	5,604	9.4	5,322	9.5	5,554	9.3	4,733	9.6	5,232
Advanced diploma / Diploma	3,440	5.0	3,136	5.3	2,538	5.4	3,087	5.2	2,968	5.3	3,113	5.2	2,594	5.3	2,897
Certificate I-IV (inc. trade certificate)	19,154	28.0	17,303	29.1	14,277	30.2	17,064	28.6	16,408	29.2	17,446	28.8	14,470	29.5	15,995
No non-school qualification	15,122	22.1	13,449	22.6	10,942	23.1	13,275	22.2	12,681	22.5	13,305	22.4	11,134	22.7	12,371
Not stated / Unknown	7,724	11.3	6,519	11.0	5,097	10.8	6,626	11.1	6,166	11.0	6,550	11.0	5,338	10.9	6,030
Total students with a male parent	51,571	75.4	45,995	77.4	37,504	79.3	45,656	76.5	43,545	77.4	45,668	76.8	38,269	77.9	42,525
No male parent information	16,822	24.6	13,395	22.6	9,813	20.7	14,044	23.5	12,715	22.6	13,794	23.2	10,845	22.1	12,670
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195

NORTHERN TERRITORY (a)															
Bachelor degree or above	2,336	6.6	2,136	7.9	1,690	9.3	2,050	7.7	1,986	8.7	2,070	8.4	1,724	9.2	1,901
Advanced diploma / Diploma	1,662	4.7	1,498	5.6	1,152	6.4	1,424	5.4	1,368	6.0	1,446	5.9	1,188	6.4	1,326
Certificate I-IV (inc. trade certificate)	6,159	17.5	5,357	19.9	4,034	22.3	5,128	19.3	4,890	21.5	5,148	20.9	4,190	22.4	4,697
No non-school qualification	4,085	11.6	3,304	12.3	2,312	12.8	3,197	12.0	2,882	12.6	3,049	12.4	2,364	12.7	2,694
Not stated / Unknown	6,005	17.0	4,547	16.9	3,001	16.6	4,517	17.0	3,814	16.7	4,050	16.5	3,064	16.4	3,492
Total students with a male parent / caregiver	20,247	57.4	16,842	62.6	12,189	67.3	16,316	61.4	14,940	65.6	15,763	64.1	12,530	67.1	14,110
No derived parent information (b)	8,765	24.8	5,782	21.5	3,402	18.8	5,894	22.2	4,514	19.8	5,004	20.3	3,487	18.7	4,223
No parent relationship data (c)	6,260	17.7	4,286	15.9	2,510	13.9	4,382	16.5	3,335	14.6	3,832	15.6	2,669	14.3	3,432
Total students	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765

(a) Data has been revised since April 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

(b) The student's record has parent / caregiver relationship information but parent information could not be derived.

(c) Student's parent / caregiver relationship information was not available.

A 2.4 Female parent / caregiver level of non-school qualification, by jurisdiction and linkage standard – School enrolment information

Non-school qualification	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	no.	%	no.	no.	%	no.	%	no.	%

QUEENSLAND															
Bachelor degree or above	73,189	12.9	67,774	13.6	52,156	14.6	64,634	14.0	62,862	13.9	65,424	13.7	53,485	14.5	59,557
Advanced diploma / Diploma	51,712	9.1	46,850	9.4	35,419	9.9	44,827	9.7	43,256	9.6	45,268	9.5	36,471	9.9	40,967
Certificate I-IV (inc. trade certificate)	109,277	19.3	98,142	19.7	74,101	20.7	94,186	20.4	90,946	20.1	94,997	19.9	76,180	20.7	85,408
No non-school qualification	115,646	20.4	103,515	20.7	78,470	21.9	98,480	21.3	96,336	21.3	100,390	21.0	80,878	22.0	90,588
Not stated / Unknown	169,390	29.9	147,821	29.6	110,422	30.9	145,040	31.4	135,500	29.9	142,793	29.9	113,190	30.7	128,488
Total students with a female parent	519,214	91.7	464,102	93.0	350,568	98.0	447,167	96.8	428,900	94.8	448,872	94.0	360,204	97.8	405,008
No female parent information	46,843	8.3	34,799	7.0	7,105	2.0	14,612	3.2	23,746	5.2	28,407	6.0	7,959	2.2	19,273
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281

SOUTH AUSTRALIA															
Bachelor degree or above	26,321	13.5	23,792	13.7	16,960	14.1	21,462	13.6	20,738	13.7	21,842	13.7	17,665	13.8	20,071
Advanced diploma / Diploma	18,883	9.7	17,061	9.8	12,212	10.2	15,590	9.9	14,978	9.9	15,817	9.9	12,722	9.9	14,533
Certificate I-IV (inc. trade certificate)	41,124	21.1	37,243	21.4	26,483	22.1	33,626	21.3	32,827	21.8	34,573	21.6	27,696	21.6	31,615
No non-school qualification	50,056	25.7	45,186	26.0	32,368	27.0	41,276	26.2	39,938	26.5	42,124	26.4	33,845	26.4	38,544
Not stated / Unknown	47,016	24.1	40,848	23.5	26,115	21.8	36,650	23.3	34,064	22.6	36,390	22.8	29,045	22.7	33,457
Total students with a female parent	183,400	94.2	164,130	94.3	114,138	95.1	148,604	94.3	142,545	94.5	150,746	94.4	120,973	94.5	138,220
No female parent information	11,366	5.8	9,829	5.7	5,824	4.9	8,995	5.7	8,336	5.5	8,954	5.6	7,020	5.5	8,163
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383

TASMANIA															
Bachelor degree or above	7,724	11.3	7,029	11.8	5,824	12.3	6,992	11.7	6,691	11.9	6,984	11.7	5,931	12.1	6,568
Advanced diploma / Diploma	4,526	6.6	4,067	6.8	3,289	7.0	4,031	6.8	3,829	6.8	4,017	6.8	3,351	6.8	3,749
Certificate I-IV (inc. trade certificate)	15,395	22.5	13,776	23.2	11,230	23.7	13,661	22.9	13,102	23.3	13,704	23.0	11,453	23.3	12,720
No non-school qualification	21,613	31.6	19,117	32.2	15,641	33.1	18,908	31.7	18,027	32.0	18,961	31.9	15,889	32.4	17,655
Not stated / Unknown	8,891	13.0	7,439	12.5	5,665	12.0	7,636	12.8	6,978	12.4	7,470	12.6	6,055	12.3	6,890
Total students with a female parent	58,149	85.0	51,428	86.6	41,649	88.0	51,228	85.8	48,627	86.4	51,136	86.0	42,679	86.9	47,582
No female parent information	10,244	15.0	7,962	13.4	5,668	12.0	8,472	14.2	7,633	13.6	8,326	14.0	6,435	13.1	7,613
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195

NORTHERN TERRITORY (a)															
Bachelor degree or above	3,395	9.6	3,074	11.4	2,340	12.9	2,924	11.0	2,832	12.4	2,965	12.1	2,407	12.9	2,691
Advanced diploma / Diploma	1,992	5.6	1,752	6.5	1,357	7.5	1,714	6.4	1,610	7.1	1,700	6.9	1,410	7.5	1,567
Certificate I-IV (inc. trade certificate)	5,109	14.5	4,281	15.9	3,159	17.5	4,145	15.6	3,872	17.0	4,088	16.6	3,280	17.6	3,675
No non-school qualification	6,898	19.6	5,418	20.1	3,761	20.8	5,235	19.7	4,676	20.5	5,028	20.4	3,862	20.7	4,472
Not stated / Unknown	7,817	22.2	5,628	20.9	3,694	20.4	5,771	21.7	4,634	20.3	4,935	20.1	3,709	19.8	4,231
Total students with a female parent / caregiver	25,211	71.5	20,153	74.9	14,311	79.1	19,789	74.4	17,624	77.3	18,716	76.1	14,668	78.5	16,636
No derived parent information (b)	3,801	10.8	2,471	9.2	1,280	7.1	2,421	9.1	1,830	8.0	2,051	8.3	1,349	7.2	1,697
No parent relationship data (c)	6,260	17.7	4,286	15.9	2,510	13.9	4,382	16.5	3,335	14.6	3,832	15.6	2,669	14.3	3,432
Total students	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765

(a) Data has been revised since April 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

(b) The student's record has parent / caregiver relationship information but parent information could not be derived.

(c) Student's parent / caregiver relationship information was not available.

A 2.5 Male parent / caregiver occupation (a), by jurisdiction and linkage standard – School enrolment information

ASCO/MCEETYA Occupation Classification	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	%
QUEENSLAND															
Employed															
Senior managers, professionals	50,081	8.8	46,888	9.4	36,652	10.2	44,966	58.8	265,205	58.6	275,986	57.8	223,710	60.8	249,701
Associate professionals	67,436	11.9	62,686	12.6	47,028	13.1	58,467	12.7	58,080	12.8	60,420	12.7	48,430	13.2	54,416
Tradespersons, sales & service staff	107,246	18.9	97,869	19.6	75,006	21.0	94,011	20.4	90,927	20.1	94,617	19.8	77,040	20.9	85,793
Machine operators, assistants, labourers	86,949	15.4	77,876	15.6	58,877	16.5	74,244	16.1	72,484	16.0	75,555	15.8	60,593	16.5	67,970
Total employed	311,712	55.1	285,319	57.2	217,563	60.8	271,688	58.8	265,205	58.6	275,986	57.8	223,710	60.8	249,701
Not in paid work in last 12 months	15,546	2.7	13,289	2.7	9,987	2.8	12,868	2.8	12,266	2.7	12,870	2.7	10,253	2.8	11,543
Not stated	123,150	21.8	108,391	21.7	81,380	22.8	106,273	23.0	99,320	21.9	104,587	21.9	83,341	22.6	94,434
Total students with a male parent	450,408	79.6	406,999	81.6	308,930	86.4	390,829	84.6	376,791	83.2	393,443	82.4	317,304	86.2	355,678
No male parent information	115,649	20.4	91,902	18.4	48,743	13.6	70,950	15.4	75,855	16.8	83,836	17.6	50,859	13.8	68,603
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281
SOUTH AUSTRALIA															
Employed															
Senior managers, professionals	17,750	9.1	16,165	9.3	11,686	9.7	14,682	9.3	14,216	9.4	14,950	9.4	12,129	9.5	13,805
Associate professionals	29,795	15.3	27,217	15.6	19,348	16.1	24,473	15.5	24,068	16.0	25,320	15.9	20,276	15.8	23,118
Tradespersons, sales & service staff	30,507	15.7	27,696	15.9	19,953	16.6	25,182	16.0	24,443	16.2	25,741	16.1	20,824	16.3	23,582
Machine operators, assistants, labourers	35,867	18.4	32,564	18.7	23,227	19.4	29,504	18.7	28,686	19.0	30,208	18.9	24,245	18.9	27,644
Total employed	113,919	58.5	103,642	59.6	74,214	61.9	93,841	59.5	91,413	60.6	96,219	60.2	77,474	60.5	88,149
Not in paid work in last 12 months	8,923	4.6	7,969	4.6	5,653	4.7	7,404	4.7	7,073	4.7	7,475	4.7	5,982	4.7	6,853
Not stated	41,276	21.2	36,023	20.7	23,986	20.0	32,598	20.7	30,605	20.3	32,606	20.4	25,945	20.3	29,865
Total students with a male parent	164,118	84.3	147,634	84.9	103,853	86.6	133,843	84.9	129,091	85.6	136,300	85.3	109,401	85.5	124,867
No male parent information	30,648	15.7	26,325	15.1	16,109	13.4	23,756	15.1	21,790	14.4	23,400	14.7	18,592	14.5	21,516
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383

(a) Refer www.MCECDYA.edu.au for a complete description of the parental occupation classification.

(b) Data has been revised since April 2013, to include all students for whom parent / caregiver data could not be derived. This includes some students who only had an enrolment record in 2010.

(c) The student's record has parent / caregiver relationship information but parent information could not be derived.

(d) Student's parent / caregiver relationship information was not available.

A 2.5 Male parent / caregiver occupation (a), by jurisdiction and linkage standard – School enrolment information (continued)

ASCO/MCEETYA Occupation Classification	Probabilistic				Deterministic							
	Enrolments		Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
TASMANIA												
Employed												
Senior managers, professionals	5,878	8.6	5,370	9.0	4,494	9.5	5,383	9.0	5,117	9.1	5,356	9.0
Associate professionals	9,022	13.2	8,308	14.0	6,742	14.2	8,120	13.6	7,894	14.0	8,233	13.8
Tradespersons, sales & service staff	10,769	15.7	9,846	16.6	8,139	17.2	9,734	16.3	9,291	16.5	9,719	16.3
Machine operators, assistants, labourers	13,963	20.4	12,563	21.2	10,306	21.8	12,352	20.7	11,925	21.2	12,467	21.0
Total employed	39,632	57.9	36,087	60.8	29,681	62.7	35,589	59.6	34,227	60.8	35,775	60.2
Not in paid work in last 12 months	5,106	7.5	4,298	7.2	3,472	7.3	4,323	7.2	4,045	7.2	4,267	7.2
Not stated	6,833	10.0	5,610	9.4	4,351	9.2	5,744	9.6	5,273	9.4	5,626	9.5
Total students with a male parent	51,571	75.4	45,995	77.4	37,504	79.3	45,656	76.5	43,545	77.4	45,668	76.8
No male parent information	16,822	24.6	13,395	22.6	9,813	20.7	14,044	23.5	12,715	22.6	13,794	23.2
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0
NORTHERN TERRITORY (b)												
Employed												
Senior managers, professionals	3,357	9.5	3,078	11.4	2,386	13.2	2,945	11.1	2,820	12.4	2,966	12.1
Associate professionals	2,610	7.4	2,316	8.6	1,730	9.6	2,211	8.3	2,099	9.2	2,211	9.0
Tradespersons, sales & service staff	4,547	12.9	3,965	14.7	3,035	16.8	3,838	14.4	3,657	16.0	3,830	15.6
Machine operators, assistants, labourers	3,268	9.3	2,676	9.9	1,928	10.7	2,572	9.7	2,372	10.4	2,516	10.2
Total employed	13,782	39.1	12,035	44.7	9,079	50.2	11,566	43.5	10,948	48.0	11,523	46.8
Not in paid work in last 12 months	1,432	4.1	1,054	3.9	697	3.9	1,031	3.9	878	3.9	942	3.8
Not stated	5,033	14.3	3,753	13.9	2,413	13.3	3,719	14.0	3,114	13.7	3,298	13.4
Total students with a male parent	20,247	57.4	16,842	62.6	12,189	67.3	16,316	61.4	14,940	65.6	15,763	64.1
No derived parent information (c)	8,765	24.8	5,782	21.5	3,402	18.8	5,894	22.2	4,514	19.8	5,004	20.3
No parent relationship data (d)	6,260	17.7	4,286	15.9	2,510	13.9	4,382	16.5	3,335	14.6	3,832	15.6
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0

(a) Refer www.MCEEDYA.edu.au for a complete description of the parental occupation classification.

(b) Data has been revised since April 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

(c) The student's record has parent / caregiver relationship information but parent information could not be derived.

(d) Student's parent / caregiver relationship information was not available.

A 2.6 Female parent / caregiver occupation (a), by jurisdiction and linkage standard – School enrolment information

ASCO/MCEETYA Occupation Classification	Probabilistic				Deterministic											
	Enrolments		Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)		Bronze (high)		Bronze (low)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND																
Employed																
Senior managers, professionals	42,058	7.4	39,078	7.8	30,131	8.4	37,300	8.1	36,288	8.0	37,741	7.9	30,910	8.4	34,413	8.1
Associate professionals	53,093	9.4	48,504	9.7	35,869	10.0	45,539	9.9	44,758	9.9	46,796	9.8	37,040	10.1	41,992	9.9
Tradespersons, sales & service staff	92,323	16.3	84,558	16.9	64,910	18.1	81,041	17.5	78,528	17.3	81,698	17.1	66,727	18.1	74,221	17.5
Machine operators, assistants, labourers	64,880	11.5	58,177	11.7	44,263	12.4	55,573	12.0	54,174	12.0	56,484	11.8	45,573	12.4	50,989	12.0
Total employed	252,354	44.6	230,317	46.2	175,173	49.0	219,453	47.5	213,748	47.2	222,719	46.7	180,250	49.0	201,615	47.5
Not in paid work in last 12 months	101,293	17.9	89,481	17.9	67,332	18.8	85,635	18.5	82,837	18.3	86,607	18.1	69,274	18.8	77,762	18.3
Not stated	165,567	29.2	144,304	28.9	108,063	30.2	142,079	30.8	132,315	29.2	139,546	29.2	110,680	30.1	125,631	29.6
Total students with a female parent	519,214	91.7	464,102	93.0	350,568	98.0	447,167	96.8	428,900	94.8	448,872	94.0	360,204	97.8	405,008	95.5
No female parent information	46,843	8.3	34,799	7.0	7,105	2.0	14,612	3.2	23,746	5.2	28,407	6.0	7,959	2.2	19,273	4.5
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0
SOUTH AUSTRALIA																
Employed																
Senior managers, professionals	15,936	8.2	14,469	8.3	10,318	8.6	13,042	8.3	12,732	8.4	13,416	8.4	10,758	8.4	12,248	8.4
Associate professionals	22,897	11.8	20,711	11.9	14,736	12.3	18,800	11.9	18,221	12.1	19,231	12.0	15,419	12.0	17,639	12.0
Tradespersons, sales & service staff	28,682	14.7	26,181	15.1	18,748	15.6	23,680	15.0	23,028	15.3	24,239	15.2	19,569	15.3	22,274	15.2
Machine operators, assistants, labourers	31,434	16.1	28,537	16.4	20,460	17.1	26,040	16.5	25,266	16.7	26,625	16.7	21,342	16.7	24,358	16.6
Total employed	98,949	50.8	89,898	51.7	64,262	53.6	81,562	51.8	79,247	52.5	83,511	52.3	67,088	52.4	76,519	52.3
Not in paid work in last 12 months	36,612	18.8	32,871	18.9	23,419	19.5	30,025	19.1	28,944	19.2	30,521	19.1	24,609	19.2	27,976	19.1
Not stated	47,839	24.6	41,361	23.8	26,457	22.1	37,017	23.5	34,354	22.8	36,714	23.0	29,276	22.9	33,725	23.0
Total students with a female parent	183,400	94.2	164,130	94.3	114,138	95.1	148,604	94.3	142,545	94.5	150,746	94.4	120,973	94.5	138,220	94.4
No female parent information(b)	11,366	5.8	9,829	5.7	5,824	4.9	8,995	5.7	8,336	5.5	8,954	5.6	7,020	5.5	8,163	5.6
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0

(a) Refer www.MCECDYA.edu.au for the complete description of the parental occupation classification.

(b) Data has been revised since April 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

(c) The student's record has parent / caregiver relationship information but parent information could not be derived.

(d) Student's parent / caregiver relationship information was not available.

A 2.6 Female parent / caregiver occupation (a), by jurisdiction and linkage standard – School enrolment information (continued)

ASCO/MCEETYA Occupation Classification	Probabilistic				Deterministic							
	Enrolments		Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
TASMANIA												
Employed												
Senior managers, professionals	5,486	8.0	4,982	8.4	4,146	8.8	4,972	8.3	4,745	8.4	4,965	8.3
Associate professionals	6,721	9.8	6,068	10.2	4,864	10.3	5,967	10.0	5,740	10.2	6,019	10.1
Tradespersons, sales & service staff	9,564	14.0	8,718	14.7	7,177	15.2	8,634	14.5	8,283	14.7	8,649	14.5
Machine operators, assistants, labourers	11,259	16.5	10,166	17.1	8,322	17.6	9,979	16.7	9,608	17.1	10,055	16.9
Total employed	33,030	48.3	29,934	50.4	24,509	51.8	29,552	49.5	28,376	50.4	29,688	49.9
Not in paid work in last 12 months	17,416	25.5	15,269	25.7	12,509	26.4	15,170	25.4	14,431	25.7	15,175	25.5
Not stated	7,703	11.3	6,225	10.5	4,631	9.8	6,506	10.9	5,820	10.3	6,273	10.5
Total students with a female parent	58,149	85.0	51,428	86.6	41,649	88.0	51,228	85.8	48,627	86.4	51,136	86.0
No female parent information	10,244	15.0	7,962	13.4	5,668	12.0	8,472	14.2	7,633	13.6	8,326	14.0
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0
NORTHERN TERRITORY (b)												
Employed												
Senior managers, professionals	3,288	9.3	2,968	11.0	2,240	12.4	2,844	10.7	2,721	11.9	2,863	11.6
Associate professionals	2,387	6.8	2,055	7.6	1,513	8.4	1,981	7.4	1,858	8.2	1,954	7.9
Tradespersons, sales & service staff	4,664	13.2	4,078	15.2	3,089	17.1	3,913	14.7	3,721	16.3	3,936	16.0
Machine operators, assistants, labourers	2,652	7.5	2,186	8.1	1,532	8.5	2,074	7.8	1,893	8.3	2,012	8.2
Total employed	12,991	36.8	11,287	41.9	8,374	46.3	10,812	40.7	10,193	44.7	10,765	43.8
Not in paid work in last 12 months	5,648	16.0	4,266	15.9	3,004	16.6	4,204	15.8	3,701	16.2	3,982	16.2
Not stated	6,572	18.6	4,600	17.1	2,933	16.2	4,773	17.9	3,730	16.4	3,969	16.1
Total students with a female parent	25,211	71.5	20,153	74.9	14,311	79.1	19,789	74.4	17,624	77.3	18,716	76.1
No derived parent information (c)	6,260	17.7	4,286	15.9	2,510	13.9	4,382	16.5	3,335	14.6	3,832	15.6
No parent relationship data (d)	3,801	10.8	2,471	9.2	1,280	7.1	2,421	9.1	1,830	8.0	2,051	8.3
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0

(a) Refer www.MCECDYA.edu.au for the complete description of the parental occupation classification.

(b) Data has been revised since April 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

(c) The student's record has parent / caregiver relationship information but parent information could not be derived.

(d) Student's parent / caregiver relationship information was not available.

B. CENSUS INFORMATION TABLES

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B 1.1 Age(a), by linkage standard and jurisdiction – Census information

Age group	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	%	no.	%	%	no.	%	%	no.	%
QUEENSLAND															
0-5 years	41,404	7.3	37,236	7.5	28,500	8.0	37,583	8.1	33,957	7.5	36,120	7.6	28,334	7.7	32,545
6-9 years	172,818	30.5	151,967	30.5	109,644	30.7	136,348	29.5	140,307	31.0	146,471	30.7	115,929	31.5	130,634
10-14 years	212,300	37.5	188,540	37.8	140,696	39.3	181,821	39.4	173,627	38.4	181,411	38.0	143,416	39.0	162,586
15-19 years	138,209	24.4	118,021	23.7	78,558	22.0	104,971	22.7	103,420	22.9	111,523	23.4	79,965	21.7	97,490
20 years or over	1,326	0.2	1,037	0.2	193	0.1	974	0.2	926	0.2	1,345	0.3	519	0.1	1,026
Missing	–	–	2,100	0.4	82	–	82	–	409	0.1	409	0.1	–	–	–
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281
SOUTH AUSTRALIA															
0-5 years	12,177	6.3	10,447	6.0	4,383	3.7	5,745	3.7	4,969	3.3	5,533	3.5	4,329	3.4	5,193
6-9 years	52,612	27.0	47,144	27.1	34,189	28.5	41,410	26.3	42,565	28.2	44,614	27.9	36,118	28.2	40,729
10-14 years	67,160	34.5	60,978	35.1	46,034	38.4	57,982	36.8	55,162	36.6	57,853	36.2	46,931	36.7	53,158
15-19 years	54,923	28.2	47,787	27.5	34,765	29.0	45,942	29.2	42,428	28.1	45,334	28.4	35,837	28.0	41,642
20 years or over	7,894	4.1	6,835	3.9	539	0.5	6,468	4.1	5,563	3.7	6,172	3.9	4,778	3.7	5,661
Missing	–	–	768	0.4	52	–	52	–	194	0.1	194	0.1	–	–	–
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383
TASMANIA															
0-5 years	1,928	2.8	1,751	3.0	1,515	3.2	1,896	3.2	1,579	2.8	1,774	3.0	1,443	2.9	1,711
6-9 years	18,705	27.3	16,586	27.9	13,415	28.4	15,735	26.4	15,691	27.9	16,392	27.6	13,730	28.0	15,198
10-14 years	24,340	35.6	21,681	36.5	17,987	38.0	21,953	36.8	20,536	36.5	21,484	36.1	18,076	36.8	20,024
15-19 years	21,177	31.0	17,465	29.4	14,152	29.9	18,268	30.6	16,812	29.9	17,897	30.1	14,541	29.6	16,543
20 years or over	2,243	3.3	1,624	2.7	239	0.5	1,839	3.1	1,599	2.8	1,872	3.2	1,324	2.7	1,719
Missing	–	–	283	0.5	9	–	9	–	43	0.1	43	0.1	–	–	–
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195
NORTHERN TERRITORY															
0-5 years	2,241	6.4	1,824	6.8	1,362	7.5	2,071	7.8	1,503	6.6	1,657	6.7	1,242	6.7	1,480
6-9 years	11,826	33.5	8,763	32.6	5,680	31.4	7,963	30.0	7,449	32.7	7,942	32.3	6,108	32.7	6,998
10-14 years	13,153	37.3	9,798	36.4	6,646	36.7	9,890	37.2	8,456	37.1	9,076	36.9	6,938	37.1	8,022
15-19 years	7,841	22.2	5,998	22.3	4,248	23.5	6,357	23.9	5,185	22.8	5,678	23.1	4,321	23.1	5,122
20 years or over	211	0.6	192	0.7	64	0.4	210	0.8	126	0.6	176	0.7	77	0.4	143
Missing	–	–	335	1.2	101	0.6	101	0.4	70	0.3	70	0.3	–	–	–
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765

– nil or rounded to zero (including null cells)

(a) Age is based on home school/most recent value for the Enrolments datasets, and Census age for the linked datasets.

B 1.2 Remoteness (a), by linkage standard and jurisdiction – Census information

Remoteness	Probabilistic						Deterministic					
	Enrolments			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	no.	%	no.	no.	%	no.
QUEENSLAND												
Major Cities	327,297	57.8	284,956	57.1	211,973	59.3	270,980	58.7	258,181	57.1	272,214	57.1
Inner Regional	125,084	22.1	109,835	22.0	79,448	22.2	102,296	22.2	101,733	22.5	106,606	22.4
Outer Regional	92,853	16.4	78,951	15.8	54,111	15.1	71,650	15.5	72,054	15.9	75,905	15.9
Remote	10,528	1.9	9,154	1.8	5,288	1.5	7,554	1.6	8,317	1.8	8,744	1.8
Very Remote	9,262	1.6	8,174	1.6	4,363	1.2	6,477	1.4	7,206	1.6	7,547	1.6
Not in scope (b)	1,033	0.2	7,831	1.6	2,490	0.7	2,822	0.6	5,155	1.0	6,263	1.2
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0
SOUTH AUSTRALIA												
Major Cities	129,906	66.7	116,055	66.7	83,937	70.0	110,579	70.2	101,135	67.1	107,128	67.1
Inner Regional	20,373	10.5	19,750	11.4	12,527	10.4	16,875	10.7	17,066	11.3	18,031	11.3
Outer Regional	35,429	18.2	27,335	15.7	17,427	14.5	22,462	14.3	24,081	16.0	25,221	15.8
Remote	6,329	3.2	6,088	3.5	3,805	3.2	4,890	3.1	5,254	3.5	5,547	3.5
Very Remote	2,477	1.3	1,947	1.1	1,028	0.9	1,471	0.9	1,539	1.0	1,631	1.0
Not in scope (b)	252	0.1	2,784	1.6	1,238	1.0	1,322	0.8	1,806	1.1	2,142	1.3
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0
TASMANIA												
Major Cities	42,893	62.7	36,775	61.9	29,869	63.1	37,853	63.4	34,895	62.1	36,830	62.0
Inner Regional	24,154	35.3	20,688	34.8	16,019	33.9	20,212	33.9	19,431	34.6	20,478	34.5
Outer Regional	1,023	1.5	847	1.4	628	1.3	783	1.3	785	1.4	831	1.4
Remote	289	0.4	244	0.4	168	0.4	203	0.3	225	0.4	236	0.4
Very Remote	34	0.1	836	1.4	633	1.3	649	1.1	924	1.5	1,087	1.7
Not in scope (b)												
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0
NORTHERN TERRITORY												
Major Cities	..	..	..	..	..	..	..	..	..	..	..	..
Inner Regional	..	..	..	..	..	..	..	..	..	..	..	..
Outer Regional	18,772	53.2	14,305	53.2	10,954	60.5	14,737	55.4	13,022	57.2	13,783	56.1
Remote	6,122	17.4	4,238	15.8	2,688	14.9	4,135	15.6	3,659	16.1	4,066	16.5
Very Remote	10,340	29.3	6,539	24.3	3,495	19.3	6,744	25.4	4,806	21.1	5,100	20.8
Not in scope (b)	38	0.1	1,828	6.8	964	5.3	976	3.7	1,302	5.7	1,650	6.6
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0

.. not applicable.

(a) Remoteness is based on the student's usual residence on the Census record.

(b) Students who had a residential address on their Census record that was outside of the jurisdiction in which they were enrolled, and students without a valid residential address.

B 1.3 SEIFA (IRSAD Deciles)(a), by linkage standard and jurisdiction – Census information

SEIFA (IRSAD deciles)	Probabilistic			Deterministic											
	Enrolments			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.
QUEENSLAND															
10 (Highest)	37,441	6.6	34,931	7.0	25,839	7.2	32,891	7.1	31,626	7.1	26,455	7.1	33,691	7.1	30,637
9	42,377	7.5	40,389	8.1	29,685	8.3	37,825	8.2	36,596	8.2	30,473	8.1	38,771	8.1	35,007
8	50,178	8.9	45,697	9.2	33,073	9.2	42,775	9.3	41,332	9.3	33,917	9.2	43,829	9.2	39,285
7	56,254	9.9	50,836	10.2	36,685	10.3	47,361	10.3	46,195	10.2	37,640	10.2	48,838	10.2	43,656
6	58,684	10.4	53,473	10.7	38,413	10.7	49,526	10.7	48,521	10.7	39,460	10.7	51,338	10.8	45,847
5	57,718	10.2	51,992	10.4	37,031	10.4	47,737	10.3	46,999	10.4	38,094	10.3	49,546	10.3	43,993
4	61,959	10.9	53,801	10.8	38,465	10.8	49,576	10.7	49,038	10.8	39,732	10.8	51,528	10.8	45,657
3	64,808	11.4	55,745	11.2	39,794	11.1	51,594	11.2	50,815	11.2	41,090	11.2	53,374	11.2	47,199
2	65,365	11.5	54,712	11.0	39,584	11.1	50,790	11.0	50,159	11.1	40,924	11.1	52,540	11.1	46,606
1 (Lowest)	68,513	12.1	55,332	11.1	38,771	10.8	51,241	11.1	49,992	11.0	39,976	10.9	52,257	10.9	45,628
Missing (b)	2,760	0.5	1,993	0.4	333	0.1	463	0.1	1,373	0.3	402	0.1	1,567	0.3	766
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	368,163	100.0	477,279	100.0	424,281
SOUTH AUSTRALIA															
10 (Highest)	4,712	2.4	4,661	2.7	3,293	2.7	4,329	2.7	3,962	2.6	3,432	2.7	4,310	2.7	4,033
9	10,863	5.6	10,275	5.9	7,381	6.2	9,591	6.1	8,973	5.9	7,786	6.1	9,582	6.0	8,952
8	14,623	7.5	13,660	7.9	9,542	8.0	12,572	8.0	11,855	7.9	10,070	7.9	12,666	7.9	11,674
7	15,156	7.8	14,367	8.3	9,927	8.3	12,802	8.1	12,541	8.3	10,463	8.2	13,240	8.3	12,039
6	17,393	8.9	16,896	9.7	11,565	9.6	14,965	9.5	14,703	9.7	12,245	9.6	15,550	9.7	14,196
5	25,704	13.2	18,160	10.4	12,311	10.3	16,079	10.2	15,695	10.4	13,104	10.2	16,656	10.4	15,171
4	21,653	11.1	20,478	11.8	14,022	11.7	18,268	11.6	17,789	11.8	15,008	11.7	18,847	11.8	17,262
3	26,838	13.8	24,127	13.9	16,744	14.0	21,972	13.9	21,061	14.0	17,921	14.0	22,217	13.9	20,415
2	24,859	12.8	22,355	12.9	15,710	13.1	20,718	13.1	19,451	12.9	16,751	13.1	20,555	12.9	18,946
1 (Lowest)	32,842	16.9	28,354	16.3	19,383	16.2	26,208	16.6	24,580	16.3	21,100	16.5	25,782	16.1	23,530
Missing (b)	123	0.1	626	0.4	84	0.1	95	0.1	271	0.2	113	0.1	295	0.2	165
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	127,993	100.0	159,700	100.0	146,383

(a) SEIFA score is based on the student's usual residence on the Census record.

(b) Missing data is due to no SEIFA data being available for the student's SA1, or because the student had no residential address data on the Census record.

B 1.3 SEIFA (IRSAD Deciles)(a), by linkage standard and jurisdiction – Census information (continued)

SEIFA (IRSAD deciles)	Probabilistic				Deterministic																							
	Enrolments				Bronze (high)				Bronze (low)				SLK (high)				SLK (low)				Bronze (high)				Bronze (low)			
	no.	%	no.	%	%	no.	%	no.	%	%	no.	%	no.	%	%	no.	%	%	no.	%	%	no.	%	%	no.	%		
TASMANIA																												
10 (Highest)	267	0.4	300	0.5	0.5	243	0.5	287	0.5	277	0.5	301	0.5	255	0.5	297	0.5											
9	1,924	2.8	1,757	3.0	3.1	1,455	3.0	1,816	3.0	1,679	3.0	1,800	3.0	1,489	3.0	1,697	3.1											
8	3,681	5.4	3,242	5.5	5.7	2,704	5.7	3,401	5.7	3,099	5.5	3,309	5.6	2,768	5.6	3,133	5.7											
7	3,731	5.5	3,360	5.7	5.8	2,742	5.8	3,458	5.8	3,193	5.7	3,403	5.7	2,842	5.8	3,195	5.8											
6	5,515	8.1	4,845	8.2	8.3	3,932	8.3	4,953	8.3	4,608	8.2	4,885	8.2	4,063	8.3	4,583	8.3											
5	7,234	10.6	6,472	10.9	10.8	5,104	10.8	6,482	10.9	6,109	10.9	6,500	10.9	5,265	10.7	6,017	10.9											
4	8,661	12.7	7,537	12.7	12.7	5,968	12.6	7,557	12.7	7,141	12.7	7,547	12.7	6,203	12.6	7,011	12.7											
3	9,402	13.7	8,236	13.9	13.9	6,581	13.9	8,167	13.7	7,822	13.9	8,230	13.8	6,788	13.8	7,608	13.8											
2	10,951	16.0	9,285	15.6	15.5	7,351	15.5	9,199	15.4	8,789	15.6	9,263	15.6	7,676	15.6	8,594	15.6											
1 (Lowest)	16,976	24.8	14,142	23.8	23.5	11,143	23.5	14,277	23.9	13,357	23.7	14,018	23.6	11,655	23.7	12,919	23.4											
Missing (b)	51	0.1	214	0.4	0.2	94	0.2	103	0.2	186	0.3	206	0.3	110	0.2	141	0.3											
Total	68,393	100.0	59,390	100.0	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195	100.0											
NORTHERN TERRITORY																												
10 (Highest)	2,036	5.8	1,841	6.8	7.7	1,394	7.7	1,822	6.9	1,671	7.3	1,774	7.2	1,452	7.8	1,632	7.5											
9	2,386	6.8	2,028	7.5	8.8	1,593	8.8	2,045	7.7	1,850	8.1	1,966	8.0	1,624	8.7	1,818	8.4											
8	3,455	9.8	2,741	10.2	11.4	2,065	11.4	2,784	10.5	2,488	10.9	2,659	10.8	2,143	11.5	2,454	11.3											
7	4,650	13.2	3,283	12.2	13.1	2,364	13.1	3,316	12.5	2,945	12.9	3,173	12.9	2,474	13.2	2,909	13.4											
6	4,018	11.4	3,141	11.7	12.6	2,273	12.6	3,174	11.9	2,829	12.4	3,070	12.5	2,371	12.7	2,783	12.8											
5	3,126	8.9	2,389	8.9	9.8	1,777	9.8	2,455	9.2	2,145	9.4	2,345	9.5	1,845	9.9	2,148	9.9											
4	2,655	7.5	2,022	7.5	8.1	1,475	8.1	2,002	7.5	1,784	7.8	1,914	7.8	1,526	8.2	1,742	8.0											
3	1,829	5.2	1,485	5.5	5.7	1,035	5.7	1,408	5.3	1,293	5.7	1,394	5.7	1,101	5.9	1,268	5.8											
2	1,855	5.3	1,305	4.8	4.5	812	4.5	1,174	4.4	1,071	4.7	1,203	4.9	881	4.7	1,078	5.0											
1 (Lowest)	9,055	25.7	6,402	23.8	18.0	3,255	18.0	6,319	23.8	4,529	19.9	4,878	19.8	3,171	17.0	3,760	17.3											
Missing (b)	207	0.6	273	1.0	0.3	58	0.3	93	0.3	184	0.8	223	0.9	98	0.5	173	0.8											
Total	35,272	100.0	26,910	100.0	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765	100.0											

(a) SEIFA score is based on the student's usual residence on the Census record.

(b) Missing data is due to no SEIFA data being available for the student's SA1, or because the student had no residential address data on the Census record.

B 1.4 Indigenous status(a), by linkage standard and jurisdiction – Census information

Indigenous status	Probabilistic						Deterministic					
	Enrolments			Gold			Bronze (high)			Bronze (low)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND												
Indigenous												
Aboriginal	36,497	6.4	30,537	6.1	20,721	5.8	27,157	5.9	27,364	6.0	28,629	5.8
Torres Strait Islander	6,257	1.1	4,953	1.0	3,233	0.9	4,252	0.9	4,435	1.0	4,595	0.9
Aboriginal & Torres Strait Islander	5,514	1.0	3,907	0.8	2,600	0.7	3,335	0.7	3,523	0.8	3,669	0.7
Total	48,268	8.5	39,397	7.9	26,554	7.4	34,744	7.5	35,322	7.8	36,893	7.7
Non-Indigenous	517,459	91.4	451,040	90.4	325,982	91.1	420,244	91.0	410,115	90.6	432,841	90.7
Not stated	330	0.1	8,464	1.7	5,137	1.4	6,791	1.5	7,209	1.6	7,545	1.4
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0
SOUTH AUSTRALIA												
Indigenous												
Aboriginal	9,682	5.0	7,384	4.2	4,610	3.8	6,028	3.8	6,011	4.0	6,326	3.8
Torres Strait Islander	151	0.1	166	0.1	105	0.1	138	0.1	131	0.1	140	0.1
Aboriginal & Torres Strait Islander	78	–	155	0.1	103	0.1	121	0.1	125	0.1	128	0.1
Total	9,911	5.1	7,705	4.4	4,818	4.0	6,287	4.0	6,267	4.2	6,594	4.1
Non-Indigenous	184,855	94.9	163,173	93.8	113,373	94.5	148,943	94.5	142,266	94.3	150,634	94.3
Not stated	–	–	3,081	1.8	1,771	1.5	2,369	1.5	2,348	1.6	2,472	1.5
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0
TASMANIA												
Indigenous												
Aboriginal	4,946	7.2	4,449	7.5	3,441	7.3	4,278	7.2	4,202	7.5	4,397	7.4
Torres Strait Islander	175	0.3	201	0.3	140	0.3	191	0.3	194	0.3	209	0.4
Aboriginal & Torres Strait Islander	409	0.6	174	0.3	129	0.3	163	0.3	166	0.3	172	0.3
Total	5,530	8.1	4,824	8.1	3,710	7.8	4,632	7.8	4,562	8.1	4,778	8.0
Non-Indigenous	58,660	85.8	53,503	90.1	42,861	90.6	54,131	90.7	50,742	90.2	53,683	90.3
Not stated	4,203	6.1	1,063	1.8	746	1.6	937	1.6	956	1.7	1,001	1.7
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0
NORTHERN TERRITORY												
Indigenous												
Aboriginal	14,438	40.9	9,345	34.7	5,113	28.2	8,983	33.8	7,058	31.0	7,627	31.0
Torres Strait Islander	95	0.3	147	0.5	120	0.7	144	0.5	132	0.6	140	0.6
Aboriginal & Torres Strait Islander	968	2.7	410	1.5	303	1.7	402	1.5	376	1.6	392	1.6
Total	15,501	43.9	9,902	36.8	5,536	30.6	9,529	35.8	7,566	33.2	8,159	33.2
Non-Indigenous	19,606	55.6	16,532	61.4	12,290	67.9	16,659	62.6	14,869	65.2	16,061	65.3
Not stated	165	0.5	476	1.8	275	1.5	404	1.5	354	1.6	379	1.5
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0

– nil or rounded to zero (including null cells)

(a) Indigenous status is based on home school/most recent value for the Enrolments datasets, and Census Indigenous status for the linked datasets.

B 1.5 Country of birth (selected countries), by linkage standard and jurisdiction – Census information

Country of birth	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	%
QUEENSLAND															
Australia (a)	445,212	78.7	433,103	86.8	309,174	86.4	401,269	86.9	393,929	87.0	415,881	87.1	318,510	86.5	369,301
Selected overseas															
New Zealand	21,560	3.8	20,151	4.0	15,153	4.2	18,630	4.0	18,217	4.0	18,877	4.0	15,575	4.2	16,923
England	7,277	1.3	8,490	1.7	6,539	1.8	8,144	1.8	7,770	1.7	8,135	1.7	6,707	1.8	7,465
South Africa	3,020	0.5	3,326	0.7	2,435	0.7	3,245	0.7	3,007	0.7	3,176	0.7	2,537	0.7	2,901
Philippines	2,822	0.5	2,781	0.6	2,134	0.6	2,584	0.6	2,570	0.6	2,647	0.6	2,238	0.6	2,420
India	1,533	0.3	1,529	0.3	1,171	0.3	1,403	0.3	1,384	0.3	1,449	0.3	1,221	0.3	1,341
Total overseas	61,636	10.9	59,387	11.9	44,931	12.6	55,700	12.1	53,508	11.8	55,911	11.7	46,039	12.5	50,805
Not provided/inadequately described	59,209	10.5	5,527	1.1	3,568	1.0	4,810	1.0	4,615	1.0	4,893	1.0	3,614	1.0	4,175
Overseas visitor	..	..	884	0.2	..	..	..	..	594	0.1	594	0.1	..	..	..
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281
SOUTH AUSTRALIA															
Australia (a)	169,497	87.0	150,832	86.7	104,820	87.4	137,300	87.1	131,779	87.3	139,702	87.5	110,831	86.6	127,746
Selected overseas															
England	2,823	1.4	3,938	2.3	2,832	2.4	3,727	2.4	3,500	2.3	3,644	2.3	3,172	2.5	3,428
India	1,830	0.9	1,636	0.9	1,236	1.0	1,463	0.9	1,398	0.9	1,459	0.9	1,310	1.0	1,395
China (exc.SARs and Taiwan)	1,860	1.0	1,269	0.7	745	0.6	1,039	0.7	950	0.6	994	0.6	853	0.7	925
Philippines	1,152	0.6	1,002	0.6	745	0.6	928	0.6	874	0.6	911	0.6	800	0.6	867
New Zealand	1,117	0.6	922	0.5	647	0.5	841	0.5	790	0.5	826	0.5	726	0.6	781
Total overseas	25,269	13.0	20,692	11.9	13,870	11.6	18,538	11.8	17,335	11.5	18,120	11.3	15,779	12.3	17,055
Not provided/inadequately described	..	..	2,110	1.2	1,272	1.1	1,761	1.1	1,667	1.1	1,778	1.1	1,383	1.1	1,582
Overseas visitor	..	..	325	0.2	..	..	..	..	100	0.1	100	0.1	..	..	..
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383

.. not applicable

– nil or rounded to zero (including null cells)

(a) Does not include External Territories, nfd.

B 1.5 Country of birth (selected countries), by linkage standard and jurisdiction – Census information (continued)

Country of birth	Probabilistic						Deterministic																	
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)			Bronze (high)			Bronze (low)		
	no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%		no.	%	
TASMANIA																								
Australia (a)	59,239	86.6		56,146	94.5		44,897	94.9		56,463	94.6		53,247	94.6		56,258	94.6		46,512	94.7		52,274	94.7	
Selected overseas																								
England	52	0.1		351	0.6		253	0.5		362	0.6		337	0.6		366	0.6		299	0.6		348	0.6	
New Zealand	291	0.4		272	0.5		212	0.4		271	0.5		262	0.5		277	0.5		241	0.5		262	0.5	
Nepal	9	–		175	0.3		152	0.3		163	0.3		168	0.3		169	0.3		152	0.3		155	0.3	
Philippines	14	–		117	0.2		90	0.2		119	0.2		109	0.2		113	0.2		100	0.2		108	0.2	
South Africa	28	–		116	0.2		90	0.2		127	0.2		110	0.2		126	0.2		99	0.2		122	0.2	
Total overseas	3,556	5.2		2,565	4.3		1,984	4.2		2,628	4.4		2,430	4.3		2,588	4.4		2,163	4.4		2,420	4.4	
Not provided/inadequately described	5,598	8.2		605	1.0		436	0.9		609	1.0		532	0.9		565	1.0		439	0.9		501	0.9	
Overseas visitor	..	..		74	0.1		–	–		–	–		51	0.1		51	0.1		–	–		–	–	
Total	68,393	100.0		59,390	100.0		47,317	100.0		59,700	100.0		56,260	100.0		59,462	100.0		49,114	100.0		55,195	100.0	
NORTHERN TERRITORY																								
Australia	30,115	85.4		24,087	89.5		15,971	88.2		23,811	89.5		20,286	89.0		21,942	89.2		16,498	88.3		19,323	88.8	
Selected overseas																								
Philippines	595	1.7		520	1.9		443	2.4		521	2.0		494	2.2		508	2.1		457	2.4		479	2.2	
New Zealand	247	0.7		181	0.7		125	0.7		179	0.7		152	0.7		168	0.7		136	0.7		158	0.7	
England	80	0.2		137	0.5		108	0.6		148	0.6		129	0.6		142	0.6		111	0.6		129	0.6	
India	134	0.4		131	0.5		103	0.6		133	0.5		119	0.5		131	0.5		113	0.6		129	0.6	
China (exc.SARs and Taiwan)	156	0.4		130	0.5		110	0.6		127	0.5		121	0.5		125	0.5		109	0.6		117	0.5	
Total overseas	2,990	8.5		2,404	8.9		1,913	10.6		2,444	9.2		2,194	9.6		2,324	9.4		1,970	10.5		2,180	10.0	
Not provided/inadequately described	2,167	6.1		388	1.4		217	1.2		337	1.3		293	1.3		317	1.3		218	1.2		262	1.2	
Overseas visitor	..	..		31	0.1		–	–		–	–		16	0.1		16	0.1		–	–		–	–	
Total	35,272	100.0		26,910	100.0		18,101	100.0		26,592	100.0		22,789	100.0		24,599	100.0		18,686	100.0		21,765	100.0	
..	not applicable																							
–	nil or rounded to zero (including null cells)																							
(a)	Does not include External Territories, nfd.																							

B 1.6 Language other than English spoken at home (selected languages), by linkage standard and jurisdiction – Census information

Language	Probabilistic						Deterministic											
	Enrolments			Gold			Bronze (high)				Bronze (low)				SLK (high)			
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND																		
English (a)	528,498	93.4	448,639	89.9	321,254	89.8	415,740	90.0	408,111	90.2	430,549	90.2	331,037	89.9	382,883	90.2		
Selected other languages																		
Vietnamese	2,791	0.5	3,248	0.7	2,522	0.7	3,099	0.7	2,918	0.6	3,071	0.6	2,622	0.7	2,879	0.7		
Mandarin	2,168	0.4	3,238	0.6	2,324	0.6	2,932	0.6	2,771	0.6	2,938	0.6	2,362	0.6	2,656	0.6		
Samoan	2,632	0.5	2,809	0.6	2,239	0.6	2,654	0.6	2,564	0.6	2,640	0.6	2,247	0.6	2,408	0.6		
Japanese	1,200	0.2	1,733	0.3	1,330	0.4	1,702	0.4	1,600	0.4	1,704	0.4	1,350	0.4	1,533	0.4		
Cantonese	1,307	0.2	1,773	0.4	1,250	0.3	1,624	0.4	1,519	0.3	1,638	0.3	1,270	0.3	1,481	0.3		
Arabic	1,323	0.2	1,430	0.3	1,131	0.3	1,410	0.3	1,267	0.3	1,335	0.3	1,120	0.3	1,238	0.3		
All other languages	24,853	4.4	30,057	6.0	22,285	6.2	27,937	6.0	26,952	6.0	28,144	5.9	22,760	6.2	25,260	6.0		
Not stated	1,285	0.2	5,090	1.0	3,338	0.9	4,681	1.0	4,350	1.0	4,666	1.0	3,395	0.9	3,943	0.9		
Overseas visitors	..	..	884	0.2	..	..	..	..	594	0.1	594	0.1	..	..	..	..
Total	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0		
SOUTH AUSTRALIA																		
English (a)(b)	4,656	2.4	150,660	86.6	104,484	87.1	136,875	86.9	131,807	87.4	139,515	87.4	110,951	86.7	127,544	87.1		
Selected other languages																		
Greek	747	0.4	1,654	1.0	1,196	1.0	1,566	1.0	1,450	1.0	1,541	1.0	1,292	1.0	1,468	1.0		
Vietnamese	1,436	0.7	1,495	0.9	1,057	0.9	1,602	1.0	1,283	0.9	1,423	0.9	1,202	0.9	1,391	1.0		
Mandarin	652	0.3	1,446	0.8	912	0.8	1,215	0.8	1,130	0.7	1,192	0.7	1,006	0.8	1,100	0.8		
Arabic	895	0.5	1,027	0.6	652	0.5	898	0.6	828	0.5	877	0.5	750	0.6	828	0.6		
Cantonese	431	0.2	724	0.4	491	0.4	718	0.5	584	0.4	634	0.4	517	0.4	600	0.4		
Italian	389	0.2	605	0.3	403	0.3	643	0.4	516	0.3	562	0.4	471	0.4	547	0.4		
All other languages	15,151	7.8	14,316	8.2	9,735	8.1	12,620	8.0	11,813	7.8	12,393	7.8	10,696	8.4	11,626	7.9		
Not stated	170,409	87.5	1,707	1.0	1,032	0.9	1,462	0.9	1,370	0.9	1,463	0.9	1,108	0.9	1,279	0.9		
Overseas visitors	..	..	325	0.2	..	..	..	..	100	0.1	100	0.1	..	..	..	..
Total	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0		
..	not applicable																	
–	nil or rounded to zero (including null cells)																	

(a) The question about language in the Census form allows for only one response, i.e. Does the person speak a language other than English at home. Therefore this does not measure all persons who speak English, but those who speak only English.

(b) In South Australia, the school enrolment form is intended to collect Main language other than English. As a result, Main language spoken at home is missing for most students and only a small proportion of students listed English.

B 1.6 Language other than English spoken at home (selected languages), by linkage standard and jurisdiction – Census information (continued)

Language	Enrolments			Probabilistic						Deterministic					
				Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	%	no.	%	%	no.	%	%	no.	%
TASMANIA															
English (a)	60,798	88.9	56,859	95.7	45,419	96.0	57,179	95.8	53,953	95.9	57,003	95.9	47,160	96.0	52,989
Selected other languages															
Nepali	204	0.3	222	0.4	174	0.4	205	0.3	215	0.4	216	0.4	193	0.4	196
Arabic	127	0.2	118	0.2	90	0.2	129	0.2	102	0.2	116	0.2	91	0.2	114
Mandarin	66	0.1	98	0.2	75	0.2	109	0.2	89	0.2	96	0.2	78	0.2	88
German	135	0.2	78	0.1	57	0.1	81	0.1	71	0.1	76	0.1	64	0.1	73
Karen	11	-	75	0.1	58	0.1	67	0.1	68	0.1	69	0.1	59	0.1	63
Greek	58	0.1	64	0.1	58	0.1	72	0.1	66	0.1	67	0.1	61	0.1	64
All other languages	1,897	2.8	1,291	2.2	1,013	2.1	1,355	2.3	1,204	2.1	1,293	2.2	1,049	2.1	1,191
Not stated	5,097	7.5	511	0.9	373	0.8	503	0.8	441	0.8	475	0.8	359	0.7	417
Overseas visitors	..	..	74	0.1	-	-	-	-	51	0.1	51	0.1	-	-	-
Total	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195
NORTHERN TERRITORY															
English (a)	14,900	42.2	18,396	68.4	13,040	72.0	17,995	67.7	16,241	71.3	17,631	71.7	13,615	72.9	15,997
Selected other languages															
Aboriginal Kriol	1,471	4.2	854	3.2	458	2.5	789	3.0	614	2.7	646	2.6	432	2.3	483
Djambarrupngu	1,181	3.3	451	1.7	390	2.2	682	2.6	404	1.8	428	1.7	353	1.9	382
Greek	568	1.6	418	1.6	324	1.8	399	1.5	380	1.7	395	1.6	327	1.7	361
Warlpiri	541	1.5	388	1.4	216	1.2	385	1.4	287	1.3	300	1.2	212	1.1	235
Yolngu Matha, nfd	440	1.2	358	1.3	223	1.2	557	2.1	270	1.2	290	1.2	212	1.1	236
Kunwinjku	453	1.3	346	1.3	154	0.9	335	1.3	217	1.0	225	0.9	129	0.7	140
All other languages	8,711	24.7	5,022	18.7	3,025	16.7	4,940	18.6	3,943	17.3	4,191	17.0	3,130	16.8	3,543
Not stated	7,007	19.9	646	2.4	271	1.5	510	1.9	417	1.8	477	1.9	276	1.5	388
Overseas visitors	..	..	31	0.1	-	-	-	-	16	0.1	16	0.1	-	-	-
Total	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765

.. not applicable

- nil or rounded to zero (including null cells)

(a) The question about language in the Census form allows for only one response, i.e. Does the person speak a language other than English at home. Therefore this does not measure all persons who speak English, but those who speak only English.

(b) In South Australia, the school enrolment form is intended to collect Main language other than English. As a result, Main language spoken at home is missing for most students and only a small proportion of students listed English.

B 1.7 English proficiency, by linkage standard and jurisdiction – Census information

English proficiency	Probabilistic				Deterministic							
	Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)		Bronze (high)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND												
Speaks English only	448,639	89.9	321,254	89.8	415,740	90.0	408,111	90.2	430,549	90.2	331,037	89.9
Speaks other language and speaks English:												
Very well	30,787	6.2	23,112	6.5	28,890	6.3	27,618	6.1	28,979	6.1	23,565	6.4
Well	10,586	2.1	7,735	2.2	9,691	2.1	9,396	2.1	9,810	2.1	7,936	2.2
Not well	3,167	0.6	2,305	0.6	2,948	0.6	2,785	0.6	2,913	0.6	2,346	0.6
Not at all	525	0.1	396	0.1	502	0.1	459	0.1	480	0.1	374	0.1
Overseas visitor	884	0.2	–	–	–	–	594	0.1	594	0.1	–	–
Not stated (a)	4,313	0.9	2,871	0.8	4,008	0.9	3,683	0.8	3,954	0.8	2,905	0.8
Total	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0
SOUTH AUSTRALIA												
Speaks English only	150,660	86.6	104,484	87.1	136,875	86.9	131,807	87.4	139,515	87.4	110,951	86.7
Speaks other language and speaks English:												
Very well	13,188	7.6	9,767	8.1	12,655	8.0	11,495	7.6	12,210	7.6	10,388	8.1
Well	5,814	3.3	3,655	3.0	4,956	3.1	4,647	3.1	4,867	3.0	4,198	3.3
Not well	2,221	1.3	1,026	0.9	1,664	1.1	1,497	1.0	1,595	1.0	1,353	1.1
Not at all	227	0.1	111	0.1	178	0.1	121	0.1	125	0.1	106	0.1
Overseas visitor	325	0.2	–	–	–	–	100	0.1	100	0.1	–	–
Not stated (a)	1,524	0.9	919	0.8	1,271	0.8	1,214	0.8	1,288	0.8	997	0.8
Total	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0
TASMANIA												
Speaks English only	56,859	95.7	45,419	96.0	57,179	95.8	53,953	95.9	57,003	95.9	47,160	96.0
Speaks other language and speaks English:												
Very well	1,134	1.9	903	1.9	1,212	2.0	1,060	1.9	1,141	1.9	933	1.9
Well	581	1.0	441	0.9	581	1.0	529	0.9	553	0.9	471	1.0
Not well	264	0.4	198	0.4	247	0.4	250	0.4	260	0.4	208	0.4
Not at all	45	0.1	34	0.1	46	0.1	45	0.1	46	0.1	32	0.1
Overseas visitor	74	0.1	–	–	–	–	51	0.1	51	0.1	–	–
Not stated (a)	433	0.7	322	0.7	435	0.7	372	0.7	408	0.7	310	0.6
Total	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0
NORTHERN TERRITORY												
Speaks English only	18,396	68.4	13,040	72.0	17,995	67.7	16,241	71.3	17,631	71.7	13,615	72.9
Speaks other language and speaks English:												
Very well	3,751	13.9	2,357	13.0	3,661	13.8	3,039	13.3	3,215	13.1	2,422	13.0
Well	2,867	10.7	1,689	9.3	2,945	11.1	2,200	9.7	2,341	9.5	1,676	9.0
Not well	1,199	4.5	662	3.7	1,338	5.0	848	3.7	896	3.6	656	3.5
Not at all	117	0.4	100	0.6	183	0.7	82	0.4	86	0.3	59	0.3
Overseas visitor	31	0.1	–	–	–	–	16	0.1	16	0.1	–	–
Not stated (a)	549	2.0	253	1.4	470	1.8	363	1.6	414	1.7	258	1.4
Total	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0

– nil or rounded to zero (including null cells)

(a) Includes persons who did not state language other than English spoken at home and/or English proficiency.

B 1.8 Core activity need for assistance (a), by linkage standard and jurisdiction – Census information

Need for assistance with core activities	Probabilistic				Deterministic							
	Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)		Bronze (high)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND												
Has need for assistance with core activities	17,360	3.5	12,829	3.6	15,670	3.4	15,873	3.5	16,453	3.4	13,140	3.6
Does not have need for assistance with core activities	470,815	94.4	338,322	94.6	437,209	94.7	427,673	94.5	451,168	94.5	348,399	94.6
Overseas visitor	884	0.2	–	–	–	–	594	0.1	594	0.1	–	–
Not stated	9,842	2.0	6,522	1.8	8,900	1.9	8,506	1.9	9,064	1.9	6,624	1.8
Total	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0
SOUTH AUSTRALIA												
Has need for assistance with core activities	6,505	3.7	4,397	3.7	5,841	3.7	5,743	3.8	5,991	3.8	4,957	3.9
Does not have need for assistance with core activities	163,614	94.1	113,426	94.6	148,812	94.4	142,237	94.3	150,639	94.3	120,756	94.3
Overseas visitor	325	0.2	–	–	–	–	100	0.1	100	0.1	–	–
Not stated	3,515	2.0	2,139	1.8	2,946	1.9	2,801	1.9	2,970	1.9	2,280	1.8
Total	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0
TASMANIA												
Has need for assistance with core activities	1,917	3.2	1,455	3.1	1,847	3.1	1,793	3.2	1,892	3.2	1,566	3.2
Does not have need for assistance with core activities	56,211	94.6	44,951	95.0	56,677	94.9	53,365	94.9	56,411	94.9	46,651	95.0
Overseas visitor	74	0.1	–	–	–	–	51	0.1	51	0.1	–	–
Not stated	1,188	2.0	911	1.9	1,176	2.0	1,051	1.9	1,108	1.9	897	1.8
Total	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0
NORTHERN TERRITORY												
Has need for assistance with core activities	559	2.1	406	2.2	536	2.0	491	2.2	520	2.1	417	2.2
Does not have need for assistance with core activities	25,327	94.1	17,209	95.1	25,182	94.7	21,590	94.7	23,286	94.7	17,774	95.1
Overseas visitor	31	0.1	–	–	–	–	16	0.1	16	0.1	–	–
Not stated	993	3.7	486	2.7	874	3.3	692	3.0	777	3.2	495	2.6
Total	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0

– nil or rounded to zero (including null cells)

(a) People with a profound or severe disability are defined as those people needing help or assistance in one or more of the three core activity areas of self-care, mobility and communication, because of a disability, long term health condition (lasting six months or more) or old age.

B 2.1 Male parent / caregiver school educational attainment, by linkage standard and jurisdiction – Census information

School educational attainment	Probabilistic				Deterministic											
	Enrolments		Gold		Bronze (high)			Bronze (low)			SLK (high)			SLK (low)		
	no.	%	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.
QUEENSLAND																
Year 12 or equivalent	179,116	31.6	166,109	33.3	123,144	34.4	161,175	33.6	151,951	33.7	126,474	34.4	145,584	34.3		
Year 11 or equivalent	36,285	6.4	36,855	7.4	26,957	7.5	34,417	7.5	33,809	7.4	27,698	7.5	31,509	7.7		
Year 10 or equivalent	109,950	19.4	113,419	22.7	82,068	22.9	104,448	22.9	103,733	22.8	84,097	22.8	96,495	22.4		
Year 9 or equivalent or below	24,617	4.3	33,943	6.8	24,730	6.9	30,588	6.9	31,088	6.8	25,387	6.9	28,588	6.7		
Did not go to school	..	..	1,823	0.4	1,397	0.4	1,670	0.4	1,629	0.4	1,688	0.4	1,519	0.4		
Not stated or unknown	100,440	17.7	9,387	1.9	6,775	1.9	8,525	1.9	8,413	1.8	6,884	1.9	7,746	1.8		
Students with male parent/caregiver	450,408	79.6	361,536	72.5	265,071	74.1	340,823	73.0	330,623	72.9	271,941	73.9	311,441	73.4		
No male parent/caregiver information	115,649	20.4	137,365	27.5	92,602	25.9	115,712	27.0	122,023	27.1	96,222	26.1	112,840	26.6		
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	368,163	100.0	424,281	100.0		
SOUTH AUSTRALIA																
Year 12 or equivalent	60,513	31.1	53,004	30.5	38,907	32.4	49,844	31.6	46,226	30.8	39,992	31.2	45,822	31.3		
Year 11 or equivalent	35,107	18.0	30,028	17.3	21,779	18.2	27,534	17.5	26,675	17.6	22,482	17.6	25,712	17.6		
Year 10 or equivalent	26,677	13.7	23,223	13.3	16,578	13.8	20,861	13.2	20,497	13.6	21,551	13.5	19,620	13.4		
Year 9 or equivalent or below	8,586	4.4	9,558	5.5	6,811	5.7	8,418	5.3	8,310	5.5	8,754	5.5	7,990	5.5		
Did not go to school	..	..	938	0.5	696	0.6	875	0.6	777	0.5	817	0.5	752	0.5		
Not stated or unknown	33,235	17.1	3,100	1.8	2,182	1.8	2,674	1.7	2,654	1.8	2,773	1.7	2,486	1.7		
Students with male parent/caregiver	164,118	84.3	119,851	68.9	86,953	72.5	110,206	69.9	105,139	69.7	111,156	69.6	102,382	69.9		
No male parent/caregiver information	30,648	15.7	54,108	31.1	33,009	27.5	47,393	30.1	45,742	30.3	48,544	30.4	44,001	30.1		
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	127,993	100.0	146,383	100.0		
TASMANIA																
Year 12 or equivalent	14,813	21.7	12,495	21.0	10,334	21.8	12,945	21.7	11,846	21.1	12,571	21.1	10,455	21.3	11,814	21.4
Year 11 or equivalent	4,246	6.2	3,748	6.3	2,995	6.3	3,738	6.3	3,516	6.2	3,716	6.2	3,445	6.2		
Year 10 or equivalent	24,100	35.2	19,109	32.2	15,716	33.2	19,138	32.1	18,115	32.2	19,020	32.0	15,918	32.4	17,744	32.1
Year 9 or equivalent or below	4,478	6.5	3,975	6.7	3,234	6.8	3,875	6.5	3,758	6.6	3,941	6.6	3,276	6.7	3,638	6.6
Did not go to school	..	..	200	0.3	171	0.4	187	0.3	186	0.3	193	0.3	167	0.3	177	0.3
Not stated or unknown	3,934	5.8	1,073	1.8	871	1.8	1,038	1.7	987	1.8	1,039	1.7	866	1.8	961	1.7
Students with male parent/caregiver	51,571	75.4	40,600	68.4	33,321	70.4	40,921	68.5	38,408	68.3	40,480	68.1	33,720	68.7	37,779	68.4
No male parent/caregiver information	16,822	24.6	18,790	31.6	13,996	29.6	18,779	31.5	17,852	31.7	18,982	31.9	15,394	31.3	17,416	31.6
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	49,114	100.0	55,195	100.0		
NORTHERN TERRITORY (a)																
Year 12 or equivalent	6,739	23.2	7,087	26.3	5,310	29.3	7,313	27.5	6,422	28.2	6,884	28.0	5,504	29.5	6,305	29.0
Year 11 or equivalent	2,449	8.4	3,069	11.4	2,236	12.4	3,029	11.4	2,713	11.9	2,882	11.7	2,297	12.3	2,599	11.9
Year 10 or equivalent	3,921	13.5	4,437	16.5	3,048	16.8	4,364	16.4	3,816	16.7	4,085	16.6	3,168	17.0	3,688	16.9
Year 9 or equivalent or below	2,071	7.1	2,878	10.7	1,703	9.4	2,710	10.2	2,300	10.1	2,445	9.9	1,775	9.5	2,038	9.4
Did not go to school	..	..	294	1.1	160	0.9	268	1.0	228	1.0	246	1.0	170	0.9	204	0.9
Not stated or unknown	5,067	17.5	711	2.6	401	2.2	643	2.4	557	2.4	594	2.4	427	2.3	497	2.3
Students with male parent/caregiver	20,247	69.8	18,476	68.7	12,858	71.0	18,327	68.9	16,036	70.4	17,136	69.7	13,341	71.4	15,311	70.3
No male parent/caregiver information	8,765	30.2	8,434	31.3	5,243	29.0	8,265	31.1	6,753	29.6	7,463	30.3	5,345	28.6	6,454	29.7
Total students	29,012	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765	100.0

.. not applicable

(a) Data has been revised since April 30, 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

B 2.2 Female parent / caregiver school educational attainment, by linkage standard and jurisdiction – Census information

School educational attainment	Probabilistic			Deterministic											
	Enrolments			Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.

QUEENSLAND															
Year 12 or equivalent	230,334	40.7	228,665	45.8	169,971	47.5	220,583	47.8	210,016	46.4	221,744	46.5	174,819	47.5	200,823
Year 11 or equivalent	48,204	8.5	48,137	9.6	35,132	9.8	44,395	9.6	44,114	9.7	46,111	9.7	36,203	9.8	40,941
Year 10 or equivalent	109,964	19.4	124,658	25.0	90,413	25.3	114,329	24.8	114,141	25.2	119,319	25.0	92,799	25.2	105,652
Year 9 or equivalent or below	23,488	4.1	31,706	6.4	23,213	6.5	28,484	6.2	28,934	6.4	30,039	6.3	23,812	6.5	26,561
Did not go to school	..	..	2,565	0.5	1,994	0.6	2,357	0.5	2,311	0.5	2,373	0.5	1,987	0.5	2,130
Not stated or unknown	107,224	18.9	10,981	2.2	7,991	2.2	10,022	2.2	9,885	2.2	10,300	2.2	8,091	2.2	9,077
Students with female parent/caregiver	519,214	91.7	446,712	89.5	328,714	91.9	420,170	91.0	409,401	90.4	429,886	90.1	337,711	91.7	385,184
No female parent/caregiver information	46,843	8.3	52,189	10.5	28,959	8.1	41,609	9.0	43,245	9.6	47,393	9.9	30,452	8.3	39,097
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281

SOUTH AUSTRALIA															
Year 12 or equivalent	73,261	37.6	72,520	41.7	52,918	44.1	67,357	42.7	63,483	42.1	67,386	42.2	54,560	42.6	62,505
Year 11 or equivalent	41,230	21.2	35,904	20.6	26,361	22.0	32,972	20.9	31,992	21.2	33,679	21.1	27,116	21.2	30,845
Year 10 or equivalent	28,321	14.5	25,138	14.5	18,464	15.4	22,685	14.4	22,307	14.8	23,306	14.6	19,015	14.9	21,355
Year 9 or equivalent or below	9,394	4.8	9,674	5.6	6,985	5.8	8,510	5.4	8,341	5.5	8,684	5.4	7,155	5.6	7,947
Did not go to school	..	..	1,605	0.9	1,250	1.0	1,505	1.0	1,334	0.9	1,406	0.9	1,190	0.9	1,305
Not stated or unknown	31,194	16.0	3,808	2.2	2,716	2.3	3,365	2.1	3,278	2.2	3,419	2.1	2,753	2.2	3,067
Students with female parent/caregiver	183,400	94.2	148,649	85.5	108,694	90.6	136,394	86.5	130,735	86.6	137,880	86.3	111,789	87.3	127,024
No female parent/caregiver information	11,366	5.8	25,310	14.5	11,268	9.4	21,205	13.5	20,146	13.4	21,820	13.7	16,204	12.7	19,359
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383

TASMANIA															
Year 12 or equivalent	19,733	28.9	18,528	31.2	15,176	32.1	18,964	31.8	17,526	31.2	18,540	31.2	15,414	31.4	17,384
Year 11 or equivalent	7,546	11.0	6,285	10.6	5,180	10.9	6,224	10.4	5,956	10.6	6,238	10.5	5,229	10.6	5,805
Year 10 or equivalent	23,830	34.8	21,378	36.0	17,727	37.5	21,351	35.8	20,234	36.0	21,207	35.7	17,942	36.5	19,867
Year 9 or equivalent or below	3,607	5.3	3,238	5.5	2,670	5.6	3,187	5.3	3,084	5.5	3,214	5.4	2,666	5.4	2,935
Did not go to school	..	..	270	0.5	233	0.5	268	0.4	261	0.5	267	0.4	228	0.5	242
Not stated or unknown	3,433	5.0	1,308	2.2	1,070	2.3	1,280	2.1	1,199	2.1	1,251	2.1	1,058	2.2	1,151
Students with female parent/caregiver	58,149	85.0	51,007	85.9	42,056	88.9	51,274	85.9	48,260	85.8	50,717	85.3	42,537	86.6	47,384
No female parent/caregiver information	10,244	15.0	8,383	14.1	5,261	11.1	8,426	14.1	8,000	14.2	8,745	14.7	6,577	13.4	7,811
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195

NORTHERN TERRITORY (a)															
Year 12 or equivalent	8,657	29.8	9,502	35.3	7,109	39.3	9,746	36.7	8,561	37.6	9,225	37.5	7,357	39.4	8,486
Year 11 or equivalent	3,245	11.2	3,508	13.0	2,565	14.2	3,459	13.0	3,118	13.7	3,321	13.5	2,642	14.1	3,007
Year 10 or equivalent	4,145	14.3	4,861	18.1	3,294	18.2	4,594	17.3	4,209	18.5	4,465	18.2	3,451	18.5	3,926
Year 9 or equivalent or below	2,805	9.7	2,927	10.9	1,727	9.5	2,738	10.3	2,347	10.3	2,501	10.2	1,822	9.8	2,083
Did not go to school	..	..	334	1.2	200	1.1	305	1.1	254	1.1	271	1.1	207	1.1	241
Not stated or unknown	6,359	21.9	762	2.8	466	2.6	719	2.7	595	2.6	642	2.6	482	2.6	555
Students with female parent/caregiver	25,211	86.9	21,894	81.4	15,361	84.9	21,561	81.1	19,084	83.7	20,425	83.0	15,961	85.4	18,298
No female parent/caregiver information	3,801	13.1	5,016	18.6	2,740	15.1	5,031	18.9	3,705	16.3	4,174	17.0	2,725	14.6	3,467
Total students	29,012	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765

.. not applicable

(a) Data has been revised since April 30, 2013, to include all students for whom parent/caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

B 2.3 Male parent / caregiver level of non-school qualification, by linkage standard and jurisdiction – Census information

Non-school qualification	Enrolments			Probabilistic			Deterministic											
	no.			Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)		
	%	no.	%	%	no.	%	%	no.	%	%	no.	%	%	no.	%	%	no.	%
QUEENSLAND																		
Bachelor degree or above	58,865	10.4	52,962	10.6	39,602	11.1	53,419	11.6	48,391	10.7	51,917	10.9	40,631	11.0	47,651	11.2	47,651	11.2
Advanced diploma / Diploma	34,136	6.0	28,115	5.6	20,530	5.7	27,191	5.9	25,625	5.7	27,135	5.7	21,050	5.7	24,465	5.8	24,465	5.8
Certificate I-IV (inc. trade certificate)	134,331	23.7	122,911	24.6	90,070	25.2	115,308	25.0	112,685	24.9	118,340	24.8	92,363	25.1	105,716	24.9	105,716	24.9
Education level inadequately described	..	..	3,917	0.8	2,927	0.8	3,758	0.8	3,586	0.8	3,768	0.8	3,019	0.8	3,408	0.8	3,408	0.8
No non-school qualification	77,954	13.8	140,744	28.2	102,713	28.7	129,348	28.0	128,772	28.4	134,447	28.2	105,502	28.7	119,556	28.2	119,556	28.2
Not stated	145,122	25.6	12,887	2.6	9,229	2.6	11,799	2.6	11,564	2.6	12,125	2.5	9,376	2.5	10,645	2.5	10,645	2.5
Students with male parent/caregiver	450,408	79.6	361,536	72.5	265,071	74.1	340,823	73.8	330,623	73.0	347,732	72.9	271,941	73.9	311,441	73.4	311,441	73.4
No male parent/caregiver information	115,649	20.4	137,365	27.5	92,602	25.9	120,956	26.2	122,023	27.0	129,547	27.1	96,222	26.1	112,840	26.6	112,840	26.6
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0	424,281	100.0
SOUTH AUSTRALIA																		
Bachelor degree or above	22,982	11.8	18,851	10.8	13,960	11.6	18,144	11.5	16,336	10.8	17,505	11.0	14,326	11.2	16,509	11.3	16,509	11.3
Advanced diploma / Diploma	13,404	6.9	9,216	5.3	6,756	5.6	8,800	5.6	8,076	5.4	8,624	5.4	6,953	5.4	7,973	5.4	7,973	5.4
Certificate I-IV (inc. trade certificate)	47,045	24.2	37,439	21.5	27,302	22.8	34,271	21.7	33,122	22.0	34,901	21.9	28,117	22.0	32,115	21.9	32,115	21.9
Education level inadequately described	..	..	1,341	0.8	995	0.8	1,220	0.8	1,179	0.8	1,247	0.8	1,018	0.8	1,144	0.8	1,144	0.8
No non-school qualification	34,424	17.7	48,944	28.1	35,107	29.3	44,200	28.0	42,938	28.5	45,219	28.3	36,175	28.3	41,330	28.2	41,330	28.2
Not stated	46,263	23.8	4,060	2.3	2,833	2.4	3,571	2.3	3,488	2.3	3,660	2.3	2,910	2.3	3,311	2.3	3,311	2.3
Students with male parent/caregiver	164,118	84.3	119,851	68.9	86,953	72.5	110,206	69.9	105,139	69.7	111,156	69.6	89,499	69.9	102,382	69.9	102,382	69.9
No male parent/caregiver information	30,648	15.7	54,108	31.1	33,009	27.5	47,393	30.1	45,742	30.3	48,544	30.4	38,494	30.1	44,001	30.1	44,001	30.1
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0	146,383	100.0
TASMANIA																		
Bachelor degree or above	6,131	9.0	5,373	9.0	4,470	9.4	5,649	9.5	5,101	9.1	5,440	9.1	4,548	9.3	5,157	9.3	5,157	9.3
Advanced diploma / Diploma	3,440	5.0	2,704	4.6	2,241	4.7	2,839	4.8	2,569	4.6	2,716	4.6	2,267	4.6	2,580	4.7	2,580	4.7
Certificate I-IV (inc. trade certificate)	19,154	28.0	13,824	23.3	11,424	24.1	14,037	23.5	13,144	23.4	13,841	23.3	11,545	23.5	12,929	23.4	12,929	23.4
Education level inadequately described	..	..	344	0.6	259	0.5	340	0.6	308	0.5	329	0.6	256	0.5	296	0.5	296	0.5
No non-school qualification	15,122	22.1	16,876	28.4	13,730	29.0	16,598	27.8	15,922	28.3	16,715	28.1	13,910	28.3	15,485	28.1	15,485	28.1
Not stated	7,724	11.3	1,479	2.5	1,197	2.5	1,458	2.4	1,364	2.4	1,439	2.4	1,194	2.4	1,332	2.4	1,332	2.4
Students with male parent/caregiver	51,571	75.4	40,600	68.4	33,321	70.4	40,921	68.5	38,408	68.3	40,480	68.1	33,720	68.7	37,779	68.4	37,779	68.4
No male parent/caregiver information	16,822	24.6	18,790	31.6	13,996	29.6	18,779	31.5	17,852	31.7	18,982	31.9	15,394	31.3	17,416	31.6	17,416	31.6
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195	100.0	55,195	100.0
NORTHERN TERRITORY (a)																		
Bachelor degree or above	2,336	6.6	2,400	8.9	1,861	10.3	2,594	9.8	2,208	9.7	2,406	9.8	1,923	10.3	2,244	10.3	2,244	10.3
Advanced diploma / Diploma	1,662	4.7	1,444	5.4	1,057	5.8	1,534	5.8	1,286	5.6	1,400	5.7	1,098	5.9	1,287	5.9	1,287	5.9
Certificate I-IV (inc. trade certificate)	6,159	17.5	6,024	22.4	4,427	24.5	6,032	22.7	5,441	23.9	5,802	23.6	4,612	24.7	5,285	24.3	5,285	24.3
Education level inadequately described	..	..	194	0.7	128	0.7	179	0.7	164	0.7	174	0.7	134	0.7	153	0.7	153	0.7
No non-school qualification	4,085	11.6	7,381	27.4	4,793	26.5	7,070	26.6	6,118	26.8	6,480	26.3	4,948	26.5	5,608	25.8	5,608	25.8
Not stated	6,005	17.0	1,033	3.8	592	3.3	918	3.5	819	3.6	874	3.6	626	3.4	734	3.4	734	3.4
Students with male parent/caregiver	20,247	57.4	18,476	68.7	12,858	71.0	18,327	68.9	16,036	70.4	17,136	69.7	13,341	71.4	15,311	70.3	15,311	70.3
No male parent/caregiver information	15,025	42.6	8,434	31.3	5,243	29.0	8,265	31.1	6,753	29.6	7,463	30.3	5,345	28.6	6,454	29.7	6,454	29.7
Total students	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765	100.0	21,765	100.0

.. not applicable

(a) Data has been revised since April 30, 2013, to include all students for whom parent / caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

B 2.4 Female parent / caregiver level of non-school qualification, by linkage standard and jurisdiction – Census information

Non-school qualification	Enrolments			Probabilistic			Deterministic											
				Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)		
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%

QUEENSLAND																		
Bachelor degree or above	73,189	12.9	72,380	14.5	53,802	15.0	72,197	15.6	66,363	14.7	70,907	14.9	55,332	15.0	64,841	15.0	64,841	15.3
Advanced diploma / Diploma	51,712	9.1	45,131	9.0	33,096	9.3	43,346	9.4	41,239	9.1	43,723	9.2	34,062	9.3	39,478	9.3	39,478	9.3
Certificate I-IV (inc. trade certificate)	109,277	19.3	84,890	17.0	62,568	17.5	79,117	17.1	78,042	17.2	81,522	17.1	64,252	17.5	72,815	17.5	72,815	17.2
Education level inadequately described	..	..	5,279	1.1	3,840	1.1	5,021	1.1	4,833	1.1	5,092	1.1	3,945	1.1	4,561	1.1	4,561	1.1
No non-school qualification	115,646	20.4	222,588	44.6	163,597	45.7	205,448	44.5	204,157	45.1	213,150	44.7	168,110	45.7	189,898	44.8	189,898	44.8
Not stated	169,390	29.9	16,444	3.3	11,811	3.3	15,041	3.3	14,767	3.3	15,492	3.2	12,010	3.3	13,591	3.3	13,591	3.2
Students with female parent/caregiver	519,214	91.7	446,712	89.5	328,714	91.9	420,170	91.0	409,401	90.4	429,886	90.1	337,711	91.7	385,184	90.8	385,184	90.8
No female parent/caregiver information	46,843	8.3	52,189	10.5	28,959	8.1	41,609	9.0	43,245	9.6	47,393	9.9	30,452	8.3	39,097	9.2	39,097	9.2
Total students	566,057	100.0	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0	424,281	100.0	424,281	100.0

SOUTH AUSTRALIA																		
Bachelor degree or above	26,321	13.5	25,109	14.4	18,374	15.3	23,802	15.1	21,826	14.5	23,371	14.6	18,885	14.8	21,855	14.8	21,855	14.9
Advanced diploma / Diploma	18,883	9.7	14,831	8.5	10,875	9.1	13,953	8.9	13,125	8.7	13,916	8.7	11,228	8.8	12,864	8.8	12,864	8.8
Certificate I-IV (inc. trade certificate)	41,124	21.1	28,832	16.6	21,100	17.6	26,157	16.6	25,461	16.9	26,730	16.7	21,743	17.0	24,628	16.8	24,628	16.8
Education level inadequately described	..	..	1,742	1.0	1,240	1.0	1,580	1.0	1,526	1.0	1,617	1.0	1,294	1.0	1,480	1.0	1,480	1.0
No non-school qualification	50,056	25.7	72,458	41.7	53,123	44.3	65,883	41.8	63,936	42.4	67,132	42.0	54,560	42.6	61,588	42.1	61,588	42.1
Not stated	47,016	24.1	5,677	3.3	3,982	3.3	5,019	3.2	4,861	3.2	5,114	3.2	4,079	3.2	4,609	3.1	4,609	3.1
Students with female parent/caregiver	183,400	94.2	148,649	85.5	108,694	90.6	136,394	86.5	130,735	86.6	137,880	86.3	111,789	87.3	127,024	86.8	127,024	86.8
No female parent/caregiver information	11,366	5.8	25,310	14.5	11,268	9.4	21,205	13.5	20,146	13.4	21,820	13.7	16,204	12.7	19,359	13.2	19,359	13.2
Total students	194,766	100.0	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0	146,383	100.0	146,383	100.0

TASMANIA																		
Bachelor degree or above	7,724	11.3	7,751	13.1	6,460	13.7	8,063	13.5	7,399	13.2	7,843	13.2	6,584	13.4	7,423	13.4	7,423	13.4
Advanced diploma / Diploma	4,526	6.6	3,848	6.5	3,150	6.7	3,985	6.7	3,631	6.5	3,834	6.4	3,182	6.5	3,623	6.6	3,623	6.6
Certificate I-IV (inc. trade certificate)	15,395	22.5	10,354	17.4	8,503	18.0	10,401	17.4	9,784	17.4	10,269	17.3	8,613	17.5	9,562	17.3	9,562	17.3
Education level inadequately described	..	..	568	1.0	445	0.9	577	1.0	537	1.0	571	1.0	451	0.9	523	0.9	523	0.9
No non-school qualification	21,613	31.6	26,559	44.7	21,936	46.4	26,329	44.1	25,162	44.7	26,349	44.3	22,180	45.2	24,548	44.5	24,548	44.5
Not stated	8,891	13.0	1,927	3.2	1,562	3.3	1,919	3.2	1,747	3.1	1,851	3.1	1,527	3.1	1,705	3.1	1,705	3.1
Students with female parent/caregiver	58,149	85.0	51,007	85.9	42,056	88.9	51,274	85.9	48,260	85.8	50,717	85.3	42,537	86.6	47,384	85.8	47,384	85.8
No female parent/caregiver information	10,244	15.0	8,383	14.1	5,261	11.1	8,426	14.1	8,000	14.2	8,745	14.7	6,577	13.4	7,811	14.2	7,811	14.2
Total students	68,393	100.0	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0	55,195	100.0	55,195	100.0

NORTHERN TERRITORY (a)																		
Bachelor degree or above	3,395	9.6	3,733	13.9	2,855	15.8	3,982	15.0	3,409	15.0	3,701	15.0	2,978	15.9	3,448	15.9	3,448	15.8
Advanced diploma / Diploma	1,992	5.6	1,900	7.1	1,429	7.9	1,990	7.5	1,723	7.6	1,861	7.6	1,475	7.9	1,723	7.9	1,723	7.9
Certificate I-IV (inc. trade certificate)	5,109	14.5	4,103	15.2	2,961	16.4	4,004	15.1	3,653	16.0	3,873	15.7	3,083	16.5	3,482	16.0	3,482	16.0
Education level inadequately described	..	..	257	1.0	183	1.0	251	0.9	229	1.0	239	1.0	188	1.0	208	1.0	208	1.0
No non-school qualification	6,898	19.6	10,725	39.9	7,222	39.9	10,230	38.5	9,142	40.1	9,745	39.6	7,499	40.1	8,559	39.3	8,559	39.3
Not stated	7,817	22.2	1,176	4.4	711	3.9	1,104	4.2	928	4.1	1,006	4.1	738	3.9	878	4.0	878	4.0
Students with female parent/caregiver	25,211	71.5	21,894	81.4	15,361	84.9	21,561	81.1	19,084	83.7	20,425	83.0	15,961	85.4	18,298	84.1	18,298	84.1
No female parent/caregiver information	10,061	28.5	5,016	18.6	2,740	15.1	5,031	18.9	3,705	16.3	4,174	17.0	2,725	14.6	3,467	15.9	3,467	15.9
Total students	35,272	100.0	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0	21,765	100.0	21,765	100.0

.. not applicable

(a) Data has been revised since April 30, 2013, to include all students for whom parent/caregiver data could be derived. This includes some students who only had an enrolment record in 2010.

B 2.5 Male parent / caregiver occupation and labour force status, by linkage standard and jurisdiction – Census information

Labour Force Status and Occupation (a)	Probabilistic						Deterministic					
	Gold			Bronze (high)			Bronze (low)			SLK (high)		
	no.	%	%	no.	%	%	no.	%	%	no.	%	%
QUEENSLAND												
Employed	49,577	9.9		35,404	9.9		47,354	10.3		45,331	10.0	
Managers	42,891	8.6		31,954	8.9		43,062	9.3		39,208	8.7	
Professionals	76,334	15.3		56,928	15.9		72,097	15.6		70,318	15.5	
Technicians & Trades Workers	15,651	3.1		11,636	3.3		15,101	3.3		14,302	3.2	
Community & Personal Service Workers	17,458	3.5		12,965	3.6		16,713	3.6		15,917	3.5	
Clerical & Administrative Workers	14,171	2.8		10,489	2.9		13,631	3.0		12,997	2.9	
Sales Workers	46,808	9.4		34,656	9.7		42,954	9.3		43,139	9.5	
Machinery Operators & Drivers	36,794	7.4		27,005	7.6		33,578	7.3		33,729	7.5	
Labourers	3,557	0.7		2,473	0.7		3,346	0.7		3,178	0.7	
Inadequately described	2,147	0.4		1,426	0.4		1,985	0.4		1,898	0.4	
Not stated	305,388	61.2		224,936	62.9		289,821	62.8		280,017	61.9	
Total employed	13,802	2.8		9,874	2.8		12,520	2.7		12,472	2.8	
Unemployed	39,104	7.8		28,110	7.9		35,631	7.7		35,321	7.8	
Not in the Labour Force	3,242	0.6		2,151	0.6		2,851	0.6		2,813	0.6	
Not stated	137,365	27.5		92,602	25.9		120,956	26.2		122,023	27.0	
No male parent / caregiver information	498,901	100.0		357,673	100.0		461,779	100.0		452,646	100.0	
Total												
SOUTH AUSTRALIA												
Employed	19,492	11.2		13,259	11.1		17,687	11.2		16,975	11.3	
Managers	14,857	8.5		11,030	9.2		14,383	9.1		13,011	8.6	
Professionals	23,250	13.4		17,173	14.3		21,446	13.6		20,585	13.6	
Technicians & Trades Workers	5,215	3.0		3,945	3.3		4,929	3.1		4,662	3.1	
Community & Personal Service Workers	5,675	3.3		4,318	3.6		5,487	3.5		5,019	3.3	
Clerical & Administrative Workers	4,870	2.8		3,655	3.0		4,635	2.9		4,356	2.9	
Sales Workers	13,084	7.5		9,750	8.1		11,943	7.6		11,710	7.8	
Machinery Operators & Drivers	12,305	7.1		9,032	7.5		11,092	7.0		10,881	7.2	
Labourers	1,257	0.7		880	0.7		1,156	0.7		1,089	0.7	
Inadequately described	575	0.3		364	0.3		524	0.3		467	0.3	
Not stated	100,580	57.8		73,406	61.2		93,282	59.2		88,755	58.8	
Total employed	4,171	2.4		2,901	2.4		3,601	2.3		3,513	2.3	
Unemployed	14,221	8.2		10,091	8.4		12,587	8.0		12,151	8.1	
Not in the Labour Force	879	0.5		555	0.5		736	0.5		720	0.5	
Not stated	54,108	31.1		33,009	27.5		47,393	30.1		45,742	30.3	
No male parent / caregiver information	173,959	100.0		119,962	100.0		157,599	100.0		150,881	100.0	
Total												

(a) Refer Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, Revision 1 (ABS cat. no. 1220.0) for the complete description of occupation classification.

B 2.5 Male parent / caregiver occupation and labour force status, by linkage standard and jurisdiction – Census information (continued)

Labour Force Status and Occupation (a)	Probabilistic						Deterministic					
	Gold			Bronze (low)			SLK (high)			SLK (low)		
	no.	%		no.	%		no.	%		no.	%	
TASMANIA												
Employed	5,684	9.6		4,601	9.7		5,368	9.5		5,734	9.6	
Managers	4,745	8.0		3,967	8.4		4,504	8.0		4,779	8.0	
Professionals	7,800	13.1		6,522	13.8		7,393	13.1		7,784	13.1	
Technicians & Trades Workers	1,814	3.1		1,491	3.2		1,718	3.1		1,821	3.1	
Community & Personal Service Workers	1,943	3.3		1,626	3.4		1,857	3.3		1,960	3.3	
Clerical & Administrative Workers	1,576	2.7		1,327	2.8		1,504	2.7		1,577	2.7	
Sales Workers	5,030	8.5		4,091	8.6		4,749	8.4		4,969	8.4	
Machinery Operators & Drivers	4,015	6.8		3,281	6.9		3,820	6.8		3,973	6.7	
Labourers	283	0.5		227	0.5		260	0.5		282	0.5	
Inadequately described	204	0.3		150	0.3		184	0.3		196	0.3	
Not stated	33,094	55.7		27,283	57.7		31,357	55.7		33,075	55.6	
Total employed	1,710	2.9		1,384	2.9		1,629	2.9		1,702	2.9	
Unemployed	5,562	9.4		4,470	9.4		5,203	9.2		5,477	9.2	
Not in the Labour Force	234	0.4		184	0.4		219	0.4		226	0.4	
Not stated	18,790	31.6		13,996	29.6		17,852	31.7		18,982	31.9	
No male parent / caregiver information	59,390	100.0		47,317	100.0		56,260	100.0		59,462	100.0	
Total												
NORTHERN TERRITORY												
Employed	2,464	9.2		1,855	10.2		2,204	9.7		2,366	9.6	
Managers	2,207	8.2		1,582	8.7		1,958	8.6		2,138	8.7	
Professionals	3,639	13.5		2,776	15.3		3,348	14.7		3,548	14.4	
Technicians & Trades Workers	1,715	6.4		1,221	6.7		1,503	6.6		1,611	6.5	
Community & Personal Service Workers	886	3.3		681	3.8		804	3.5		849	3.5	
Clerical & Administrative Workers	500	1.9		374	2.1		452	2.0		479	1.9	
Sales Workers	1,511	5.6		1,097	6.1		1,368	6.0		1,427	5.8	
Machinery Operators & Drivers	1,656	6.2		1,068	5.9		1,382	6.1		1,465	6.0	
Labourers	238	0.9		141	0.8		192	0.8		211	0.9	
Inadequately described	138	0.5		81	0.4		110	0.5		114	0.5	
Not stated	14,954	55.6		10,876	60.1		13,321	58.5		14,208	57.8	
Total employed	745	2.8		432	2.4		581	2.5		622	2.5	
Unemployed	2,395	8.9		1,369	7.6		1,848	8.1		1,997	8.1	
Not in the Labour Force	382	1.4		181	1.0		286	1.3		309	1.3	
Not stated	8,434	31.3		5,243	29.0		6,753	29.6		7,463	30.3	
No male parent / caregiver information	26,910	100.0		18,101	100.0		22,789	100.0		24,599	100.0	
Total												

(a) Refer Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, Revision 1 (ABS cat. no. 1220.0) for the complete description of occupation classification.

B 2.6 Female parent / caregiver occupation and labour force status, by linkage standard and jurisdiction – Census information

Labour Force Status and Occupation (a)	Probabilistic						Deterministic					
	Gold			Bronze (low)			SLK (high)			SLK (low)		
	no.	%		no.	%		no.	%		no.	%	
QUEENSLAND												
Employed	24,549	4.9		17,304	4.8		22,279	4.9		23,711	5.0	
Managers	55,726	11.2		41,341	11.6		51,022	11.3		54,474	11.4	
Professionals	12,915	2.6		9,491	2.7		11,820	2.6		12,347	2.6	
Technicians & Trades Workers	49,241	9.9		36,743	10.3		45,378	10.0		47,397	9.9	
Community & Personal Service Workers	71,429	14.3		52,429	14.7		65,493	14.5		69,333	14.5	
Clerical & Administrative Workers	30,072	6.0		22,221	6.2		27,666	6.1		28,941	6.1	
Sales Workers	5,347	1.1		3,862	1.1		4,880	1.1		5,073	1.1	
Machinery Operators & Drivers	30,174	6.0		22,502	6.3		27,855	6.2		28,845	6.0	
Labourers	2,110	0.4		1,468	0.4		1,876	0.4		2,012	0.4	
Inadequately described	1,870	0.4		1,264	0.4		1,636	0.4		1,742	0.4	
Not stated	283,433	56.8		208,625	58.3		259,905	57.4		273,875	57.4	
Total employed	22,589	4.5		16,443	4.6		20,674	4.6		21,467	4.5	
Unemployed	136,431	27.3		100,787	28.2		125,137	27.6		130,659	27.4	
Not in the Labour Force	4,259	0.9		2,859	0.8		3,685	0.8		3,885	0.8	
Not stated	52,189	10.5		28,959	8.1		43,245	9.6		47,393	9.9	
No female parent / caregiver information	498,901	100.0		357,673	100.0		452,646	100.0		477,279	100.0	
Total												
SOUTH AUSTRALIA												
Employed	8,391	4.8		5,771	4.8		7,415	4.9		7,940	5.0	
Managers	19,955	11.5		14,701	12.3		17,646	11.7		18,872	11.8	
Professionals	4,590	2.6		3,381	2.8		4,076	2.7		4,317	2.7	
Technicians & Trades Workers	18,150	10.4		13,663	11.4		16,375	10.9		17,200	10.8	
Community & Personal Service Workers	22,897	13.2		17,053	14.2		20,454	13.6		21,735	13.6	
Clerical & Administrative Workers	10,155	5.8		7,657	6.4		9,168	6.1		9,633	6.0	
Sales Workers	1,195	0.7		894	0.7		1,080	0.7		1,126	0.7	
Machinery Operators & Drivers	9,931	5.7		7,457	6.2		8,926	5.9		9,277	5.8	
Labourers	525	0.3		347	0.3		438	0.3		475	0.3	
Inadequately described	508	0.3		307	0.3		406	0.3		443	0.3	
Not stated	96,297	55.4		71,231	59.4		85,984	57.0		91,018	57.0	
Total employed	6,413	3.7		4,608	3.8		5,514	3.7		5,745	3.6	
Unemployed	44,696	25.7		32,054	26.7		38,204	25.3		40,042	25.1	
Not in the Labour Force	1,243	0.7		801	0.7		1,033	0.7		1,075	0.7	
Not stated	25,310	14.5		11,268	9.4		20,146	13.4		21,820	13.7	
No female parent / caregiver information	173,959	100.0		119,962	100.0		150,881	100.0		159,700	100.0	
Total												

(a) Refer Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, Revision 1 (ABS cat. no. 1220.0) for the complete description of occupation classification.

B 2.6 Female parent / caregiver occupation and labour force status, by linkage standard and jurisdiction – Census information (continued)

Labour Force Status and Occupation (a)	Probabilistic						Deterministic					
	Gold			Bronze (low)			SLK (high)			SLK (low)		
	no.	%		no.	%		no.	%		no.	%	
TASMANIA												
Employed	2,556	4.3		2,069	4.4		2,412	4.3		2,558	4.3	
Managers	6,553	11.0		5,464	11.5		6,244	11.1		6,624	11.1	
Professionals	1,632	2.7		1,321	2.8		1,524	2.7		1,613	2.7	
Technicians & Trades Workers	6,614	11.1		5,384	11.4		6,221	11.1		6,530	11.0	
Community & Personal Service Workers	7,016	11.8		5,826	12.3		6,662	11.8		7,057	11.9	
Clerical & Administrative Workers	3,750	6.3		3,139	6.6		3,559	6.3		3,722	6.3	
Sales Workers	361	0.6		290	0.6		337	0.6		351	0.6	
Machinery Operators & Drivers	3,995	6.7		3,299	7.0		3,799	6.8		3,950	6.6	
Labourers	132	0.2		100	0.2		116	0.2		131	0.2	
Inadequately described	184	0.3		145	0.3		179	0.3		187	0.3	
Not stated	32,793	55.2		27,037	57.1		31,053	55.2		32,723	55.0	
Total employed	2,213	3.7		1,832	3.9		2,101	3.7		2,192	3.7	
Unemployed	15,608	26.3		12,873	27.2		14,749	26.2		15,432	26.0	
Not in the Labour Force	393	0.7		314	0.7		357	0.6		370	0.6	
Not stated	8,383	14.1		5,261	11.1		8,000	14.2		8,745	14.7	
No female parent / caregiver information	59,390	100.0		47,317	100.0		56,260	100.0		59,462	100.0	
Total												
NORTHERN TERRITORY												
Employed	1,506	5.6		1,102	6.1		1,332	5.8		1,434	5.8	
Managers	3,379	12.6		2,456	13.6		3,033	13.3		3,282	13.3	
Professionals	569	2.1		406	2.2		496	2.2		530	2.2	
Technicians & Trades Workers	2,745	10.2		1,950	10.8		2,426	10.6		2,570	10.4	
Community & Personal Service Workers	3,793	14.1		2,832	15.6		3,451	15.1		3,708	15.1	
Clerical & Administrative Workers	1,175	4.4		880	4.9		1,072	4.7		1,125	4.6	
Sales Workers	146	0.5		105	0.6		128	0.6		132	0.5	
Machinery Operators & Drivers	1,184	4.4		834	4.6		1,024	4.5		1,090	4.4	
Labourers	162	0.6		115	0.6		142	0.6		150	0.6	
Inadequately described	144	0.5		99	0.5		116	0.5		122	0.5	
Not stated	14,803	55.0		10,779	59.5		13,220	58.0		14,143	57.5	
Total employed	892	3.3		568	3.1		729	3.2		778	3.2	
Not in the Labour Force	5,738	21.3		3,783	20.9		4,794	21.0		5,127	20.8	
Not stated	461	1.7		231	1.3		341	1.5		377	1.5	
No female parent / caregiver information	5,016	18.6		2,740	15.1		3,705	16.3		4,174	17.0	
Total	26,910	100.0		18,101	100.0		22,789	100.0		24,599	100.0	

(a) Refer Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, Revision 1 (ABS cat. no. 1220.0) for the complete description of occupation classification.

B 3.1 Weekly equivalised household (a)(b) income, by linkage standard and jurisdiction – Census information

Weekly equivalised household income	Probabilistic				Deterministic							
	Gold		Bronze (high)		Bronze (low)		SLK (high)		SLK (low)		Bronze (high)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
QUEENSLAND												
Negative / Nil income	3,221	0.6	2,106	0.6	2,901	0.6	2,794	0.6	3,043	0.6	2,144	0.6
\$1-\$199	17,331	3.5	12,043	3.4	15,438	3.3	15,529	3.4	16,269	3.4	12,483	3.4
\$200-\$299	35,142	7.0	24,783	6.9	31,396	6.8	31,792	7.0	33,184	7.0	25,549	6.9
\$300-\$399	48,881	9.8	34,804	9.7	44,053	9.5	44,308	9.8	46,249	9.7	35,860	9.7
\$400-\$599	93,932	18.8	67,974	19.0	85,777	18.6	85,753	18.9	89,476	18.7	70,086	19.0
\$600-\$799	77,549	15.5	56,571	15.8	71,852	15.6	70,765	15.6	74,298	15.6	58,097	15.8
\$800-\$999	58,139	11.7	42,690	11.9	54,958	11.9	53,046	11.7	55,947	11.7	43,835	11.9
\$1,000-\$1,249	44,681	9.0	32,732	9.2	43,248	9.4	40,858	9.0	43,529	9.1	33,718	9.2
\$1,250-\$1,499	26,252	5.3	19,304	5.4	25,665	5.6	24,080	5.3	25,797	5.4	19,885	5.4
\$1,500-\$1,999	16,654	3.3	11,784	3.3	16,519	3.6	15,111	3.3	16,320	3.4	12,179	3.3
\$2,000 or more	5,369	1.1	3,758	1.1	5,401	1.2	4,858	1.1	5,359	1.1	3,868	1.1
Not stated (c)(d)	65,177	13.1	45,996	12.9	59,854	13.0	58,492	12.9	61,768	12.9	47,084	12.8
Not applicable	6,573	1.3	3,128	0.9	4,717	1.0	5,260	1.2	6,040	1.3	3,375	0.9
Total	498,901	100.0	357,673	100.0	461,779	100.0	452,646	100.0	477,279	100.0	368,163	100.0
SOUTH AUSTRALIA												
Negative / Nil income	1,364	0.8	769	0.6	1,129	0.7	1,041	0.7	1,113	0.7	857	0.7
\$1-\$199	7,537	4.3	4,907	4.1	6,433	4.1	6,289	4.2	6,645	4.2	5,261	4.1
\$200-\$299	15,054	8.7	9,907	8.3	12,866	8.2	12,790	8.5	13,435	8.4	10,746	8.4
\$300-\$399	19,337	11.1	12,849	10.7	16,826	10.7	16,687	11.1	17,468	10.9	14,140	11.0
\$400-\$599	33,960	19.5	23,412	19.5	30,137	19.1	29,647	19.6	31,213	19.5	25,031	19.6
\$600-\$799	27,080	15.6	19,341	16.1	24,917	15.8	23,844	15.8	25,132	15.7	20,478	16.0
\$800-\$999	19,295	11.1	13,928	11.6	18,152	11.5	17,040	11.3	18,075	11.3	14,627	11.4
\$1,000-\$1,249	13,360	7.7	9,537	8.0	12,901	8.2	11,709	7.8	12,525	7.8	10,053	7.9
\$1,250-\$1,499	7,361	4.2	5,415	4.5	7,308	4.6	6,525	4.3	7,053	4.4	5,672	4.4
\$1,500-\$1,999	4,747	2.7	3,303	2.8	4,687	3.0	4,127	2.7	4,516	2.8	3,519	2.7
\$2,000 or more	1,533	0.9	1,028	0.9	1,612	1.0	1,323	0.9	1,474	0.9	1,116	0.9
Not stated (c)(d)	20,668	11.9	14,169	11.8	18,623	11.8	17,833	11.8	18,843	11.8	14,924	11.7
Not applicable	2,663	1.5	1,397	1.2	2,008	1.3	2,026	1.3	2,208	1.4	1,569	1.2
Total	173,959	100.0	119,962	100.0	157,599	100.0	150,881	100.0	159,700	100.0	127,993	100.0

(a) Excludes 'not applicable' households ('Visitors only' and 'Other non-classifiable' households).

(b) Comprises 'family', 'Lone person' and 'Group households'.

(c) Comprises households where at least one, but not all, member(s) aged 15 years and over did not state an income and/or was temporarily absent on Census Night.

(d) Comprises households where no members present stated an income.

B 3.1 Weekly equivalised household (a)(b) income, by linkage standard and jurisdiction – Census information (continued)

Weekly equivalised household income	Probabilistic						Deterministic					
	Gold			Bronze (high)			SLK (high)			SLK (low)		
	no.	%	no.	%	no.	%	no.	%	no.	no.	%	no.
TASMANIA												
Negative / Nil income	275	0.5	197	0.4	282	0.5	247	0.4	275	0.5	204	0.4
\$1-\$199	2,583	4.3	2,036	4.3	2,524	4.2	2,422	4.3	2,547	4.3	2,113	4.3
\$200-\$299	5,797	9.8	4,488	9.5	5,619	9.4	5,495	9.8	5,736	9.6	4,726	9.6
\$300-\$399	7,229	12.2	5,659	12.0	7,014	11.7	6,826	12.1	7,165	12.0	5,958	12.1
\$400-\$599	12,581	21.2	10,137	21.4	12,508	21.0	11,987	21.3	12,553	21.1	10,492	21.4
\$600-\$799	8,988	15.1	7,250	15.3	9,072	15.2	8,569	15.2	9,029	15.3	7,496	15.3
\$800-\$999	6,078	10.2	4,958	10.5	6,258	10.5	5,804	10.3	6,140	10.3	5,077	10.3
\$1,000-\$1,249	3,812	6.4	3,115	6.6	4,101	6.9	3,633	6.5	3,920	6.6	3,217	6.6
\$1,250-\$1,499	2,068	3.5	1,709	3.6	2,258	3.8	1,982	3.5	2,126	3.6	1,777	3.6
\$1,500-\$1,999	1,299	2.2	1,043	2.2	1,409	2.4	1,234	2.2	1,346	2.3	1,095	2.2
\$2,000 or more	364	0.6	288	0.6	412	0.7	340	0.6	382	0.6	305	0.6
Not stated (c)(d)	7,274	12.2	5,642	11.9	7,228	12.1	6,695	11.9	7,129	12.0	5,770	11.7
Not applicable	1,042	1.8	795	1.7	1,015	1.7	1,026	1.8	1,114	1.9	884	1.8
Total	59,390	100.0	47,317	100.0	59,700	100.0	56,260	100.0	59,462	100.0	49,114	100.0
NORTHERN TERRITORY												
Negative / Nil income	164	0.6	114	0.6	153	0.6	140	0.6	165	0.7	118	0.6
\$1-\$199	1,562	5.8	888	4.9	1,441	5.4	1,179	5.2	1,270	5.2	898	4.8
\$200-\$299	1,995	7.4	1,145	6.3	1,943	7.3	1,550	6.8	1,662	6.8	1,178	6.3
\$300-\$399	2,106	7.8	1,214	6.7	1,984	7.5	1,610	7.1	1,736	7.1	1,225	6.6
\$400-\$599	3,405	12.7	2,215	12.2	3,290	12.4	2,825	12.4	3,019	12.3	2,234	12.0
\$600-\$799	3,000	11.1	2,169	12.0	2,945	11.1	2,672	11.7	2,834	11.5	2,241	12.0
\$800-\$999	2,933	10.9	2,128	11.8	2,895	10.9	2,642	11.6	2,833	11.5	2,232	11.9
\$1,000-\$1,249	2,691	10.0	2,040	11.3	2,786	10.5	2,494	10.9	2,657	10.8	2,129	11.4
\$1,250-\$1,499	1,889	7.0	1,460	8.1	2,058	7.7	1,719	7.5	1,867	7.6	1,511	8.1
\$1,500-\$1,999	1,445	5.4	1,073	5.9	1,530	5.8	1,301	5.7	1,420	5.8	1,124	6.0
\$2,000 or more	467	1.7	344	1.9	530	2.0	417	1.8	452	1.8	374	2.0
Not stated (c)(d)	4,426	16.4	2,882	15.9	4,268	16.0	3,627	15.9	3,951	16.1	2,935	15.7
Not applicable	827	3.1	429	2.4	769	2.9	613	2.7	733	3.0	487	2.6
Total	26,910	100.0	18,101	100.0	26,592	100.0	22,789	100.0	24,599	100.0	18,686	100.0

(a) Excludes 'not applicable' households ('Visitors only' and 'Other non-classifiable' households).

(b) Comprises 'family', 'Lone person' and 'Group households'.

(c) Comprises households where at least one, but not all, member(s) aged 15 years and over did not state an income and/or was temporarily absent on Census Night.

(d) Comprises households where no members present stated an income.

B 3.2 Family composition, by linkage standard and jurisdiction – Census information

Family composition	Probabilistic			Deterministic											
	Gold			Bronze (high)			Bronze (low)			SLK (high)			SLK (low)		
	no.	%		no.	%		no.	%		no.	%		no.	%	
QUEENSLAND															
Couple family	353,163	70.8		261,002	73.0		335,538	72.7		324,056	71.6		341,149	71.5	
One parent family	125,066	25.1		87,209	24.4		111,584	24.2		112,395	24.8		117,711	24.7	
Other family	1,525	0.3		797	0.2		1,155	0.3		1,237	0.3		1,426	0.3	
Not applicable(a)	19,147	3.8		8,665	2.4		13,502	2.9		14,958	3.3		16,993	3.6	
Total	498,901	100.0		357,673	100.0		461,779	100.0		452,646	100.0		477,279	100.0	
SOUTH AUSTRALIA															
Couple family	118,614	68.2		84,707	70.6		109,994	69.8		104,153	69.0		110,251	69.0	
One parent family	44,798	25.8		30,541	25.5		39,060	24.8		38,618	25.6		40,538	25.4	
Other family	844	0.5		479	0.4		766	0.5		696	0.5		754	0.5	
Not applicable(a)	9,703	5.6		4,235	3.5		7,779	4.9		7,414	4.9		8,157	5.1	
Total	173,959	100.0		119,962	100.0		157,599	100.0		150,881	100.0		159,700	100.0	
TASMANIA															
Couple family	40,241	67.8		32,613	68.9		40,935	68.6		38,108	67.7		40,263	67.7	
One parent family	15,414	26.0		12,204	25.8		15,083	25.3		14,511	25.8		15,214	25.6	
Other family	283	0.5		212	0.4		302	0.5		299	0.5		323	0.5	
Not applicable(a)	3,452	5.8		2,288	4.8		3,380	5.7		3,342	5.9		3,662	6.2	
Total	59,390	100.0		47,317	100.0		59,700	100.0		56,260	100.0		59,462	100.0	
NORTHERN TERRITORY															
Couple family	18,488	68.7		13,031	72.0		18,642	70.1		16,048	70.4		17,198	69.9	
One parent family	6628	24.6		4,168	23.0		6,240	23.5		5,441	23.9		5,854	23.8	
Other family	115	0.4		67	0.4		113	0.4		88	0.4		99	0.4	
Not applicable(a)	1679	6.2		835	4.6		1,597	6.0		1,212	5.3		1,448	5.9	
Total	26,910	100.0		18,101	100.0		26,592	100.0		22,789	100.0		24,599	100.0	

(a) Includes persons in non-private dwellings, persons in non-family households, unrelated persons in a family household, visitors (from within Australia), overseas visitors and missing information

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